DOCUMENT RESUME

ED 376 754 FL 800 841

AUTHOR	Cruz, Jane
TITLE	Stories from LIFE at Falls Church High School. Literacy Is For Everyone (LIFE) Final Report.
INSTITUTION	Fairfax County Public Schools, Falls Church, VA. Office of Adult and Community Education.
SPONS AGENCY	National Inst. for Literacy, Washington, DC.
PUB DATE	[93]
CONTRACT	X257A20568
NOTE	147p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Adult Literacy; Computer Assisted Instruction; Critical Thinking; Day Care; *English (Second Language); Evening Programs; *Family Programs; Field Trips; High Schools; *High School Students; Immigrants; Limited English Speaking; *Literacy Education; Middle Schools; *Parent Participation; Peer Teaching; Second Language Instruction
IDENTIFIERS	Fairfax County Schools VA

ABSTRACT

The report describes the development and implementation of Literacy Is For Everyone (LIFE), an English-as-a-Second-Language literacy program for limited-English-speaking immigrant families of students at Falls Church High School (Virginia). Participating families attended evening classes, groups, and workshops to develop literacy skills and become empowered to participate in their children's school and activities. Program components include 2-hour semi-weekly evening classes, access to two computer laboratories with software for language skill and critical thinking skill acquisition, peer tutoring with volunteers from the National Honor Society and Spanish Honor Society, child care provided by the high school child development program, collaborative activities for adults and high school and middle school students, and field trips. The report details program structure, student and facilitator participation, program strengths and challenges, and related resources available to instructors and participants. Anecdotes of program events and personal experiences are included throughout. Appended materials, which form the bulk of the report, contain supporting documentation for each chapter and a budget outline. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 376 754

Stories from

LIFE at Falls Church High School

Final Report
Literacy is for Everyone (LIFE)

Fairfax County Public Schools
Department of Instructional Services
Office of Adult and Community Education

National Institute for Literacy
Grant # X257A20568

October 1992 - November 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Submitted by
Jane Cruz
Project Director

FL800841

BEST COPY AVAILABLE

Table of Contents

Chapter 1:	LIFE at Falls Church, An Overview	2
Chapter 2:	Setting Up The Program	5
Chapter 3:	Students Involved in Learning	10
Chapter 4:	Facilitators Involved in Learning	15
Chapter 5:	A Program in Constant Formation	18
Chapter 6:	Resources	20

Appendices

Budget Information

Chapter 1

LIFE at Falls Church
An Overview

Rosario, an eleventh grader, was pregnant. She would quietly exit high school just like her sister, Sonia, had done.

When Diego, a tenth grader, walked through the halls, teachers and students alike shrunk back into the classrooms, hoping he would pass right through. His mother was pregnant, and she didn't know any English.

Torian could not wait until these special evening classes began. He saw the opportunity and wanted to capture it as quickly as possible. He came to every orientation, including the one for non-native English speakers. He begged for a class, at least as long as he was there; he'd already been to orientation. He wanted to make sure he was not going to be a drop-out.

Margarita took a bus to her grandchildren's school the first night; she didn't know how she would get home. When she walked into class, she remarked, *"No entiendo nada de inglés." (I don't understand any English.)* Margarita could not read or write English or Spanish, but her grandchildren were working diligently with her.

They said that Juan had learning disabilities. In addition, he was not fluent in English. So he immersed himself in his artwork, just barely scraping by in his academic subjects.

Ethan resisted attending his classes especially designed for learning disabled. He claimed he "learned differently," so, of course he was *LD*. But classes never seemed to address what his "difference" was.

The crises and particular needs of these five high schools students mirror those of the 106 middle to high school aged participants of the **Literacy is for Everyone (LIFE)** program at Falls Church High School. Because staff of the Office of Adult and Community Education and Falls Church High School believed that, without intervention, these students could continue the cycle of pre-literacy, we developed a unique intergenerational, intercultural, student-generated literacy program for these students and their families, one that empowered high school students to coach their parents and be peer coaches; that empowered undereducated native English speaking adults to share the functional/survival skills they know with recent immigrants; that empowered immigrants to share their understanding of English with native English speakers and vice versa; that

empowered all groups to share cultural values, traditions, ideas, and ideals with each other. We tested this hypothesis using collaborative activities, cooperative learning, computer assisted instruction, coaching and mentoring, and development of a thematic and participatory curriculum based on the experiences and needs of the participants. The language and culture of the students constituted the curriculum. Paulo Freire, the Brazilian educator, insists that real learning can come about only by "starting from THEIR description of THEIR daily life experiences and moving from concreteness, from common sense, to reach a rigorous understanding of reality (Ira Shore and Paulo Freire, "What is the 'dialogical method' of teaching?" *Journal of Education*, 169, 1987, pp. 11-31).

Falls Church High School is located in an area densely populated and highly impacted by people of color, with the majority of the population being limited English proficient (LEP), poor, pre-literate, and/or school drop-outs. The population of the school is more than half people of color with 26% being Asian, 8% African American, and 18% Latino. Middle Eastern as well as students from other countries are considered "Caucasian" and are not included in the above figures. Twenty-five percent of the students at Falls Church High School are eligible for free or reduced lunch. Since high school students are reluctant to be identified as in need of financial assistance, the percentage of students in poverty is undoubtedly higher.

From 1988 to 1991 Falls Church High School participated in a federally funded drop-out prevention program. Although the program was centered around providing tutoring for at-risk students, most of whom were LEP, it became apparent that the contact with the parents and their subsequent increased involvement in their childrens' education was an important missing link. We decided to address that need and to develop a literacy training approach new to Fairfax County Public Schools.

At LIFE, potentially literate families attended classes, groups, and workshops in the evenings to develop their literacy skills, to empower them to become active in their childrens' school and activities, and to develop a community of models in lifelong learning. Components of the program included two-hour classes, two nights per week; access to two computer labs with a variety of software targeted at language acquisition and critical thinking skills; peer tutoring with volunteers from Falls Church High School National Honor and Spanish Honor Societies; childcare provided by members of Falls Church High School child development program; collaborative activities among adults and high school and middle school students; and community-planned field trips that supported themes from their student-generated curriculum.

In developing our thesis, we projected our personnel needs, defined the at-risk students and parents, and identified the appropriate elements for collaboration

(see Appendix A). The basis of the instructional team evolved into an empowered and participatory team, ultimately reflecting the goals for the program participants. All members of the instructional team participated in designing the program, defining the goals, establishing appropriate objectives for the population we served, and building their *esprit de corps* as a team. The organizational chart (Appendix A) demonstrates that all team members could equally share their ideas, suggestions, time, and particular expertise.

The team pulled together the variety of programs within Fairfax County Public Schools (FCPS) as well as in the community to provide services and support for the LIFE participants. Within Falls Church High School the programs included the counseling staff and the day teachers; within the Office of Adult and Community Education the programs included the Adult English as a Second Language Program, the Adult Basic Skills Education Program, the Volunteer Learning Program, and the Parenting Education Program; services from the community included Mobil Corporation and the Center for Multicultural Human Services. By integrating these services, we planned to provide a comprehensive and wholistic program to our participants. The project participants were defined as school-aged students who were native English speakers, those academically at-risk, personally at-risk, socially at-risk, linguistically at-risk, and parents and other family members. By condensing our goals into three encompassing areas, we could identify them as parental involvement, academic and social achievement, and development of alternative educational methods (see Appendix A).

With this concept in mind and facing the challenges of breaking out of the molds and paradigms of traditional concepts of teaching, the instructional team began the process of developing their unique program.

Chapter 2

Setting Up the Program

As our global vision became concrete, we wrestled with the procedures for identifying the at-risk youth at Falls Church and their parents *and* recruiting them, involving all the identified service providers in the formation of the program, developing our instructional team, and publicizing the program. All of these processes occurred simultaneously. During that time, the director of the project relinquished other administrative duties in order to concentrate on developing the instructional team, recruiting and retaining students, and strengthening collaboration among all the service providers.

Team Development

The project director recruited instructors from a variety of sources, not only from within the current instructional staff of the Office of Adult and Community Education. We recruited applicants from community social and human service agencies as well as educational programs (see Appendix B). We sought potential instructors who responded to the uniqueness of the project, who called because they wanted to be a part of a unique family literacy project, who were intrigued by it, who recognized that this program would not be just two more English as a second language (ESL) classes, an adult basic education (ABE) class, and high school student tutoring. We sought an instructional team that fully integrated an understanding that all the instructors and all the students are equally important in this program.

As the project director interviewed prospective instructors, the design of the project began to take shape, evolving and changing the more she talked about the goals and objectives, shared Paulo Freire's processes, and reflected on making this project truly different. Through the interviewing process, the project became more cohesive and concrete. Although the proposal identified instructors as "two ESL instructors, one ABE instuctor, and five tutors for high school students," she immediately recognized that those delineations continued artificial barriers between ESL- and ABE-defined students and diminished the importance of the instruction for the middle and high school students by labeling their instructors "tutors." She then defined all members of the instructional team equally and allocated the same pay and number of hours for each member. In that way, we began to build a cohesive and collaborative team. Not until we had empowered ourselves as equal team members could we work with our community of learners and facilitate their empowerment. The process was arduous and continued throughout the term of the grant; it necessitated everyone on the team

disregarding their former perceptions of "teacher," "director," and "tutor" and embracing and integrating new definitions of facilitators of learning.

As part of the team development, instructors met regularly to develop *themselves* within the context of this new program. Questions they explored include:

> Why have this program?
>
> How do we view teachers? What is the connotation of teacher? What is the connotation of students? Of a classroom?
>
> How is this program different?
>
> How can we ensure that it's the participants' program? That it's what they need/want? That the material is appropriate for the age level?
>
> How can we make sure that it does not become a typical after school/ evening ESL/ABE program?

By pondering, dissecting, and answering these questions, the instructional team progressed toward a more defined view of participatory, inquiry-based, and student-generated education.

The project director recruited instructional staff from the daytime ESL program at Falls Church High School. A daytime teacher, Paul Watlington, provided an indispensible link to the daytime ESL program. From his own classes, Paul knew students who came to the program at night, and he was able to share information with the evening team as well as daytime teachers. This facilitated a more comprehensive understanding of the project and, therefore, an acceptance of it. The project director also recruited instructional team members from within the participants. One young Vietnamese man, Sy, began attending the program with his father in order to help him. Within a few weeks Sy brought in other family members, a brother and two sisters. A graduate of the University of Chicago, Sy continued to attend the program also as assistance to his family members. Since Sy was already acting as an instructional aide with the limited English proficient participants, the director hired him as the official instructional aide for the program.

When the computer instructor had to resign because of other employment responsibilities, a native English-speaking participant, Sandy, volunteered to open up the computer room and set it up for the students. After Sandy spent a few days preparing the computer lab for the students, the project director asked her to be a computer aide. Within only six weeks, Sandy became the computer instructor. Her story is in Chapter 4.

Recruitment

Working with the counseling department at Falls Church High School and with the Center for Multicultural Human Services, team members identified at-risk youth and began to compile lists. Criteria for a student being at-risk include pregnancy or parenthood, retention in grade, excessive absences, low grades, excessive tardiness, class cutting, suspensions, over age and non-native language, staff recommendations, and other factors not related to school (poverty, mental health, dysfunctional family, etc.). After compiling a list of students who fell into one of those categories, we began a campaign of fliers, telephone calls, and orientation meetings. We planned an evening with pizza and soda in which we would present the program to potential participants, answer questions, solicit suggestions, and inform them of starting dates and times. The first orientation we contacted over 200 families in their native languages (English, Spanish, Vietnamese, Korean, and Farsi), and 138 adults and children said they would attend the pizza night/orientation meeting. Of the 138 positive responses, 70 parents and FCPS students attended. From this beginning we continued to involve the students and their parents in designing and developing the program. The initial enrollment in the program reflected a majority of Vietnamese families. Through our Latina outreach counselor, we identified a Latina parent to become the outreach liaison for the program. She wrote letters, telephoned, and welcomed new participants into the program. Throughout the term of the grant, we continued to recruit parents and students; the Vietnamese team members called and wrote to Vietnamese families, the Spanish-speaking members recruited Latino families, and the native English speakers met with and encouraged native English speakers into the program. Recruitment of *families* was a continuous process. Although many individuals, both high school students and adults, wanted to take advantage of the classes, we maintained the family program aspect.

Collaboration

The Office of Adult and Community Education is part of the Department of Instructional Services in Fairfax County Public Schools. Because we are part of the school system, we have access to public school buildings throughout the county. However, there remains an attitude in some schools that adult education should help support the custodial and supply costs when they use a school building. In addition, the department chairs of business education lament sharing computers with county residents at night. They fear breakdowns in the system, a total wipeout, or other tinkering with the sensitive computer programs. A couple of the barriers we faced were defining our program as truly integrated with the daytime program and therefore as acceptable for daytime students attending at night and for Falls Church High School community members. We worked very carefully with daytime teachers and custodial staff to invest them in our project and help them become an integral part of the program.

Strengths and Barriers

Strengths	Barriers	Turning Barriers into Strengths
Participatory process	Daytime computer teachers resisted the evening program	Involve daytime teachers in the development of the program
	Program participants had difficulty understanding their ownership of the program	Recognize the leadership from within the group, i.e., students/ participants become members of instructional team
Student-generated curriculum		
	Falls Church High School saw a division	Let them own it; i.e., hire daytime teachers; include students from the school's child development program as childcare workers
Collaboration among community agencies	Support might be no more than a letter or a pat on the back	Make representatives of other agencies members of the instructional team
	Difficulty maintaining journals	Share journal comments orally as well as in a newsletter for the team
Refreshments during break		

Evidence of Success

The development of the curriculum around themes encouraged the participants and instructional team to seek innovative and exciting ways to synthesize the material. One of the most successful and engaging units was "Success." Individual groups began to explore the definitions and criteria for success through a variety of methods. Some groups watched videotapes and held discussions between parents and their children. The native English speaking high school students designed flyers and posters on success. Very beginning English learners defined their successes in increments and worked and reworked with vocabulary and grammar. After a month of exploration, the learners and instructors decided to host a culminating evening when volunteers would share their stories, act out scenarios related to success, and participate in an activity to identify recent and future successes. Students brought cakes, cookies, and soft drinks, although no one had mentioned refreshments. The success chart elicited riveting responses from students; one person wanted to make spaghetti correctly. Most, of course, wanted to learn English or become good writers; another said she had just gotten a job. With the news of a new job, seven out of eleven students in one group reported that they had just been promoted, found a new job, or had just been hired after looking for a while. The participants wrote their past, recent, and future success on newsprint posted around the room so that they could see the value of their successes (see Appendix B).

After the success analysis charts, the native English-speaking high school students and their parents enacted two skits demonstrating two different ways for parents to encourage their children's success. In both skits, the high school students played the parents while the parents projected attitudes of their children. The activity allowed the participants to see and feel the other side of the issues. Finally, the beginning English high school students mimed a fable, "The Stonecutter," that shared a message of personal success.

The Success Night had activities that included everyone in the program and that encouraged each person to recognize his or her own successes.

Other themes that culminated in exciting activities include the participation of the evening classes in the daytime school's International Week festivities and a field trip to the Baltimore Aquarium during the spring break.

BEST COPY AVAILABLE

Chapter 3

Students Involved in Learning

Every Monday and Wednesday evening the computer hallway hummed with excitement. Outside along the main hallway, adults and high school students shared stories, successes of the week, concerns, expectations, and jokes while they drank a cup of lemonade or coffee. Most students begged to come every evening. The high school students quickly became adept at producing their homework on the computers, polishing very clean and well-edited paragraphs and essays. Several students labored over mathematics or science with an instructor or peer tutor. One student moved during the year, but her family continued to attend the program.

The parents became addicted to learning the keyboard or WordPerfect 5.1, oftentimes not relinquishing their computers even for their evening cup of coffee. All too often the computer room filled quickly to every corner with eager students, until we were finally offered an additional computer room. Meanwhile, in three other classrooms in the main hallway students practiced English, learned more about their children's school and its policies, prepared for teacher-parent meetings, evaluated their own and their children's successes, and prepared themselves to become active members in their communities.

Themes for the curriculum emerged from student discussions:

Native speaking parents felt foreign born students were more motivated. They said most of the names at the top of the Honor Roll were foreign. Was there something they could learn from them?

Role plays by mothers about uncompleted homework focused on negotioating a solution. Role plays by the students took two directions: one showed parents believing what the kids said and allowing them to take responsibility for their own homework. Another emphasized punishment if the homework wasn't done.

Both the ESL and the native speakers watch a Boys' Town video about monitoring children's homework completion. In discussing the topic, they found they had practices in common: a time was set aside at night or in the afternoon for homework. Music was not allowed at that time.

Do rewards motivate kids to work harder at their studies? One parent thought movie passes might work. A Latino father promised a pair of

shoes that his son wanted if his grades improved. Most were against monetary awards for good grades. Two single mothers already had in place a plan of removing privileges if they found at the end of each week that homework wasn't turned in. They liked the idea of adding rewards as incentives. A Vietnamese father said his son wanted to go on a school trip to New York. He told his son he could go if he did his homework and helped more around the house. His son was vacuuming the whole house without being asked.

A girl in the program had her purse stolen when everyone was out of the room. We read a story about a purse-snatching incident, and there was some talk about how to teach a child right and wrong. "We set the example. We have to be role models," the parents agreed.

On how to rebuild trust after an incident, parents discussed setting rules and limits. Men in the group said they made the family rules. The mothers were open to having the children take part in setting the rules as they had seen demonstrated on the video. One Latino father said he might try including his son in the decision-making next time.

Two Vietnamese students, one American student, his mother, and two instructional team members were playing a communication game. A Vietnamese teen picked the questions, "If you could have anything, what would it be?" She said without hesitation, "I would like to be on the Honor Roll." The American student couldn't believe it. "You wouldn't want a car? I'd take a Ferrari." A question for another Vietnamese girl was, "Who would you choose to be if you could be anyone?" After a lot of thought, she said, "Michael Jackson." The American again couldn't believe it. "That's who I would have said!"

Forty percent of those enrolled in the program were absent no more than three times. Of the 206 who registered during the twelve month period, half were parents and 16 were native English speaking adults and children. The two childcare workers planned programs for an average of eight children each night, three of whom were children of members of the instructional team. Seventy-five percent of the participants were Spanish-speaking, while 20% were Vietnamese, 4% native English-speaking, and 1% Farsi-speaking. The high percentage of Spanish-speaking participants initially led to the administration of Falls Church High School as well as the parents calling it "a program for Hispanic parents." We worked diligently to erase this misnomer from the minds of both the school and the community.

Our day school-LIFE liaison, Paul Watlington, shared stories and news of our evening program with the daytime teachers. Even so, the teachers did not connect their daytime students with those who attended at night. One evening a

daytime ESL teacher, Susan Wiswell, came to visit the program and to review our software. She was interested in procuring the additional computer lab for us as well as researching and purchasing appropriate software with us. When she entered the computer lab and witnessed her daytime students working together, busily managing the computers, she remarked, "So *these* are the kids in your program. No wonder they're doing so much better on their tests!" Susan continued to come to the program, working with the high school students in the additional computer lab and finding ways to integrate the computer software with their other studies. She continued to be amazed at the progress the high school students were making.

Those accolades were echoed by the counseling department. Even though they had not been able to share much of their time in following up on students in the program, they unanimously agreed that those students who were attending the program had made significant progress. For some, it meant crossing the precarious line between dropping out and continuing to graduation.

Evidence of Success

Diego, a tenth grader, was the bane of all teachers. He had rapidly progressed through ESL and was now just a trouble-maker. He accompanied his mother to the first classes and continued to come, though he did not participate in any learning activities. After a few weeks, he invited his cousins who had recently arrived from Central America. The program director admitted them to class and remarked to Diego, "Are you going to teach them?" From that moment he was engrossed in teaching his cousins English while at the same time learning about the computer, improving his self-esteem, enhancing his vocabulary, and becoming a better communicator.

In June his mother was going to stop attending class to have a baby. Diego secretly planned a baby shower for his mother, notifying all the LIFE participants, supplying the cookies and balloons, and orchestrating the event.

This year Diego is a member of the student leadership team at Falls Church; he provides the translated announcements every morning over the public address system.

BEST COPY AVAILABLE

Evidence of Success

Ethan was placed in classes for learning disabled; he, of course, despised it. One thing he liked, though, were the small classes. But, he remarked, he *learned differently*, that's all. At LIFE Ethan was allowed to develop himself without any boxes or pigeon holes. A new creative person emerged. He created flyers and posters to advertise the LIFE program (see Appendix C). He recruited other students from his LD classes. Together they wrote plays on the computer and then enacted them for the other LIFE participants. The director asked Ethan to define what he thought school should be; his response is in Appendix C. Ethan's LD program coordinator said his attitude in class had improved. She complimented the efforts of Ethan's mother, a single parent, to attend the program regularly.

Ethan's mom is now a member of the PTA, and Ethan is a volunteer tutor in the program. Ethan's mom remarked to the PTA board and principal, "You cannot imagine the changes that have occurred in the kids in this program. It's wonderful."

Evidence of Success

When he wrote about an "ideal job," José wrote that he would like to be a soccer coach. He played professional soccer in Bolivia for 17 years, he told us. The LIFE instructor told a FCHS teacher about José, and she found out that the school was going to be hiring a new soccer coach and assistant. The next week José wrote a letter to the activities director who interviewed him in the fall.

Evidence of Success

Fifteen year old Torian attended the first night we met and did not miss a night until he found an evening job. He needed no prodding from instructors or parents. He walked about a mile most evenings to be at Falls Church High School by 7:00 p.m. He was very concerned about his low grades. He was always ready to try anything that would help him do better in school. When the instructor asked him what he wanted to do after he graduated, he replied simply, "Go to college."

BEST COPY AVAILABLE

Strengths and Barriers

Strengths	Barriers	Turning Barriers into Strengths
High interest in the immigrant community	Difficulty of recruiting native English-speaking population	Offer tutoring by peers, volunteers from the community and from the school
	Calling it a program for Hispanic parents	Provide continual dialogue about the program with school administration
Attendance		
Interdisciplinary themes	Intergenerational activities	Provide a variety and quantity of intergenerational activities
		Highlight the models in the program, both high school students and adults
Use of computers	More access to computers for adults	Allow participants to design a schedule for computer use
National Honor and Spanish Honor Society volunteers as peer tutors		
Nurturing		
Camaradarie among all ages		
Participants in the program becoming tutors		

Chapter 4

Facilitators Involved in Learning

According to James Banks in **Empowerment Through Multicultural Education** (edited by Christine Sleeter), "An effective transformative and empowerment curriculum must be implemented by teachers who have the knowledge, skills, and attitudes needed to help students to understand the ways in which knowledge is constructed and used to support power-group relationships in society. Teachers are human beings who bring their cultural perspectives, values, stereotypes, and misconceptions to the classroom. Teachers' values and perspectives mediate and interact with what they teach and influence the way that messages are communicated and perceived by their students." Recruiting and identifying members of the instructional team who understood a transformative curriculum, knew how to implement it, and reflected the population of the community we were serving as well, was a formidable task. As much as the program participants evolved and became empowered through the course of the grant, the instructional team experienced the same evolution.

The initial team consisted of four Latinos; two Vietnamese; one Iranian; one African; and three Anglo-Americans, one fluent in Spanish; three were male and eight female. Within this diversity emerged a variety of subtle cultural conflicts. It was incumbent on the instructional team to work through our own cultural conflicts before we could facilitate intercultural groups and activities. This task was continuous throughout the period of the grant. Transformation takes a long time; we could not expect it within ourselves without working on it. Although the director maintained the value of the diverse instructional team, the conflicts continued throughout the year. Team members as well as participants learned awareness strategies when they encountered barriers or conflicts. However, one Latino team member opted to slip away from the group rather than work through what he believed were prejudicial attitudes. After he resigned from the group, we continued to work through our own awareness.

One instructional team member had been a client of **Project Update**, a program for displaced homemakers and single parents administered through the Office of Adult and Community Education and funded through the Carl D. Perkins Vocational and Applied Technology Education Act. Another instructor was an ESL teacher in the day school, and a volunteer for the last half of the grant was also a daytime ESL teacher. The childcare workers were students in the child development program offered at Falls Church High School, which facilitated our use of their child development lab and materials as well as investment from the school coordinator. Two instructional team members began

as participants in the program but emerged as leaders. When the director recognized this, she validated their roles as leaders.

The Iranian instructor, Vida Khatam, worked diligently to break out of the so very neatly structured molds she had experienced in her own education and which she believed should work for the LIFE participants. Vida came to the program brimming over with ideas. She shared an incredible amount of creativity with the instructional team. What she learned to do was to simmer her own ideas and allow those of the students to emerge. It was very difficult for her, and she occasionally slipped into the "banking" model of instruction. But at the end of the project, she felt her own progress had been extraordinary. She was beginning to understand what "student-generated" meant. The director maintained that Vida had much to share with the team and with the participants. Her transformation served as a model to others.

Strengths and Barriers

Strengths	Barriers	Turning Barriers into Strengths
Investment from daytime ESL teachers	Instructors leary that concept would not work	Publicize successes weekly
Diverse team	Diverse team	Build awareness and communication skills on subtle conflicts
	Keeping journals	Utilize journal entries in planning
Enthusiasm	Time to meet; breakdown in collaboration	Be vigilant in maintaining meeting times
	Hurdling paradigms of what school is or should be	Be patient and supportive
	Allowing enough time for internalized understanding/change/ transformation	
Camaradarie		

Evidence of Success

Sandy Mann came the first evening with her tenth grade daughter, Vicki. She shared in the discussions with other parents, both Anglo-American and immigrant, and their children. When the computer instructor resigned, Sandy offered to set up the lab every night for the students. She worked with computers in the daytime. For a couple of weeks she came in at 6:00 p.m. to prepare for the 7:00 classes; she communicated with the daytime teachers to let them know who she was, what she knew, and how she was doing it. After two weeks, the director asked her if she would be the computer aide. Sandy glowed and remarked, "You know, I always wanted to be a teacher, but I never made it to college."

Being offered a position and pay for her efforts, Sandy became even more diligent in providing services to the students in the computer lab. She began to design lesson plans using the computer software as basis. She enjoyed writing little rhyming poems, so she began to create pronunciation exercises for the last ten minutes of the evening. She spent her weekends in the library researching information for the themes the students had generated. Sandy became a true teacher. Within a couple of months, the director assigned her the position of computer instructor.

Sandy continued to research and explore her new job. She became a focal point for the majority of the participants in the program, the hub. Recognizing that, the director asked her to be the lead instructor for the program.

BEST COPY AVAILABLE

Chapter 5

A Program in Constant Formation

The grant period may be over, but the program is not. Through the development of the instructional team, the investment of the participants, and the support of the Fairfax County School Board, a piece of the LIFE program still exists at Falls Church High School. Pieces have also become integral to how we further develop curriculum for ESL and ABE classes, how daytime ESL teachers involve parents in their classrooms, how the diverse community has coalesced at Falls Church High School, and how others gain insight into evolving a transformative curriculum through presentations by instructional team members.

The sense of community generated in the participants was one impetus for continuing a piece of the project. The participants had become invested in the program and would not allow it to end. It continues now with Sandy and an ESL instructor, both assisted by numerous volunteers. The program is now owned by the community of the school.

The program succeeded as much in the affective domain as the cognitive, and in a transformative curriculum the richness of the exploration of values, assumptions, and social realities weighs heavily on its success.

BEST COPY AVAILABLE

Strengths and Barriers

Strengths	Barriers	Turning Barriers into Strengths
	Break-the-mold was difficult for instructors and students to understand	Visit other programs
		Consistent dialogue
		Allow time to develop: it's a slow evolution from the mold to break-the-mold
	Scheduling	Allow students to do creative scheduling, to negotiate with the school
Childcare		
	Time to develop--much more than one year	Capture what is most successful and institutionalize it in increments
Site-based		
A recruiter/outreach worker; parent		

Evidence of Success

The Fairfax County Public Schools School Board recognized the value of the family literacy program and appropriated funds for the Office of Adult and Community Education to continue the program at Falls Church High School as well as to initiate six others in schools throughout the county. After hearing about the program, a representative from the State Department of Education suggested requesting funds for continuation (see Appendix E).

BEST COPY AVAILABLE

Chapter 6

Instructors' Resources

¤ *indicates an excellent resource*

Aronowitz, Stanley and Giroux, Henry A. **Education Under Siege. The Conservative, Liberal and Radical Debate Over Schooling.** Bergin & Garvey Publishers, Inc., 670 Amherst Road, South Hadley, MA 01075, 1985.

¤ Association for Community Based Education. **Literacy for Empowerment. A Resource Handbook for Community Based Educators.** 1806 Vernon St., N.W., Washington, DC 20009, 1988.

¤ Auerbach, Elsa Roberts and Wallerstein, Nina. **ESL for Action. Problem Posing at Work.** (Text and Teacher's Guide) Reading, MA: Addison-Wesley Publishing Company, 1987.

¤ Auerbach, Elsa Roberts. **Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy.** Washington, DC: Center for Applied Linguistics, 1992.

Bigelow, William and Diamond, Norman. **The Power in Our Hands. A Curriculum on the History of Work and Workers in the United States.** Monthly Review Press, 122 West 27th Street, New York, NY 10001, 1988.

¤ Curtis, Lynn R. **Literacy for Social Change.** Syracuse, NY: New Readers Press, 1990.

¤ Fairfax County Public Schools, Office of Adult and Community Education. **External Diploma Program Facilitator's Handbook**, 1992.

Family Literacy and the School, New Readers Press, Department 56, P.O. Box 888, Syracuse, NY 13210-0888.

Freire, Paulo. **Pedagogy in Process. The Letter to Guinea-Bissau.** The Seabury Press, 815 Second Avenue, New York, NY 10017, 1978.

------. **Pedagogy of the Oppressed.** The Continuum Publishing Corporation, 370 Lexington Avenue, New York, NY 10017, 1983.

------. **The Politics of Education. Culture, Power, and Liberation.** Bergin & Garvey Publishers, Inc., 670 Amherst Road, South Hadley, MA 01075, 1985.

Freire, Paulo and Macedo, Donaldo. **Literacy. Reading the Word and the World.** Bergin & Garvey, Publishers, Inc., 670 Amherst Road, South Hadley, MA 01075, 1987.

Giroux, Henry A. **Theory & Resistance in Education. A Pedagogy for the Opposition.** Bergin & Garvey Publishers, Inc., 670 Amherst Road, South Hadley, MA 01075, 1983.

Hope, A., Timmel, S., Hodzi, C. **Training for Transformation. A Handbook for Community Workers, Vols 1-3.** Mambo Press, P.O. Box 779, Gweru, 1984.

King, Rebecca. **Using Computers in Family Literacy Programs.** National Center for Family Literacy, 1992.

Measures of Adult Literacy, Cincinnati Bell Information Systems (CBIS) Federal Inc., 7420 Fullerton Road - Suite 110, Springfield, VA 22153-2852, 1990.

Multicultural Lesson Plans, Teacher's Guide, Lifetouch National School Studios, Inc., 1992.

National Center for Family Literacy:
Portfolio Assessment in Family Literacy
A Strengths Model for Training in Family Literacy Program
Family Literacy: The Need and the Promise

Nickse, Ruth S. **Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy,"** Center Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090, 1991.

Pima County Adult Education. **ESOL Participatory Curriculum**, Greg Hart, Director. 131 W. Congress, Tucson, Arizona, 85701, 1991.

¤ **Rethinking Schools.** (quarterly periodical) 1001 E. Keefe Avenue, Milwaukee, WI 53212.

Schniedewind, Nancy and Davidson, Ellen. **Open Minds to Equality. A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity.** Allyn and Bacon, A Division of Simon & Schuster, Inc., 160 Gould Street, Needham Heights, MA 02194, 1983.

¤ Sleeter, Christine E., ed. **Empowerment Through Multicultural Education.** State University of New York Press, Albany, NY, 1991.

U.S. Department of Education and U.S. Department of Health and Human Services. **Together We Can. A Guide for Crafting a Profamily System of Education and Human Services.** U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9238, April 1993.

Participants' Resources

Dictionary of American English. Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1983.

Double Action Picture Cards. Addison-Wesley Publishing Co., 1 Jacob Way, Reading, MA 01867.

First Words. Linmore Publishing, P.O. Box 1545, Palatine, IL 60078, 1990.

It's Up To You - Language Skills and Strategies for Getting a Job. Addison-Wesley/Longman, 10 Bank St., White Plain, NY 10606-1951, 1980. (2) books and (2) tapes.

More Picture Stories. Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951.

News for You. New Readers Press, News for You, Department 20, Box 888, Syracuse, NY 13210-0888.

Our Own Stories, Cross-Cultural Communication Practice. Addison-Wesley/Longman 10 Bank St., White Plains, NY 10606-1951, 1993.

Photo Dictionary (hardcover). Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1987.

Photo Dictionary (paperback). Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1987.

Photo Dictionary - Beginning, book and cassette. Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1989.

Photo Dictionary - Intermediate, book and cassette. Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1989.

Photo Dictionary - Pronunciation and Spelling, book and cassette. Addison-

Picture Stories. Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951.

Quick-Word Handbook. Curriculum Associates, Inc.

Talk-A-tivities. Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1985.

What's in a Word?, book and cassette. Addison-Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1992.

What's the Story? Sequential Photographs for Language Practice. Longman, 95 Church Street, White Plains, NY 10601, 1981.

Software

American Language Academy, 1401 Rockville Pike, Suite 550, Rockville, MD 20852.

Grammar Mastery 2, Series A, Lab Pack
Grammar Mastery 2, Series B, Lab Pack
Grammar Mastery 2, Series C, Lab Pack

Eurocenters, Inc., 101 N. Union Street, Alexandria, VA.

MS-DOS Authoring Programs Computer Assisted Language
Wesley/Longman, 10 Bank St., White Plains, NY 10606-1951, 1989.

Appendix A

LIFE at Falls Church
An Overview

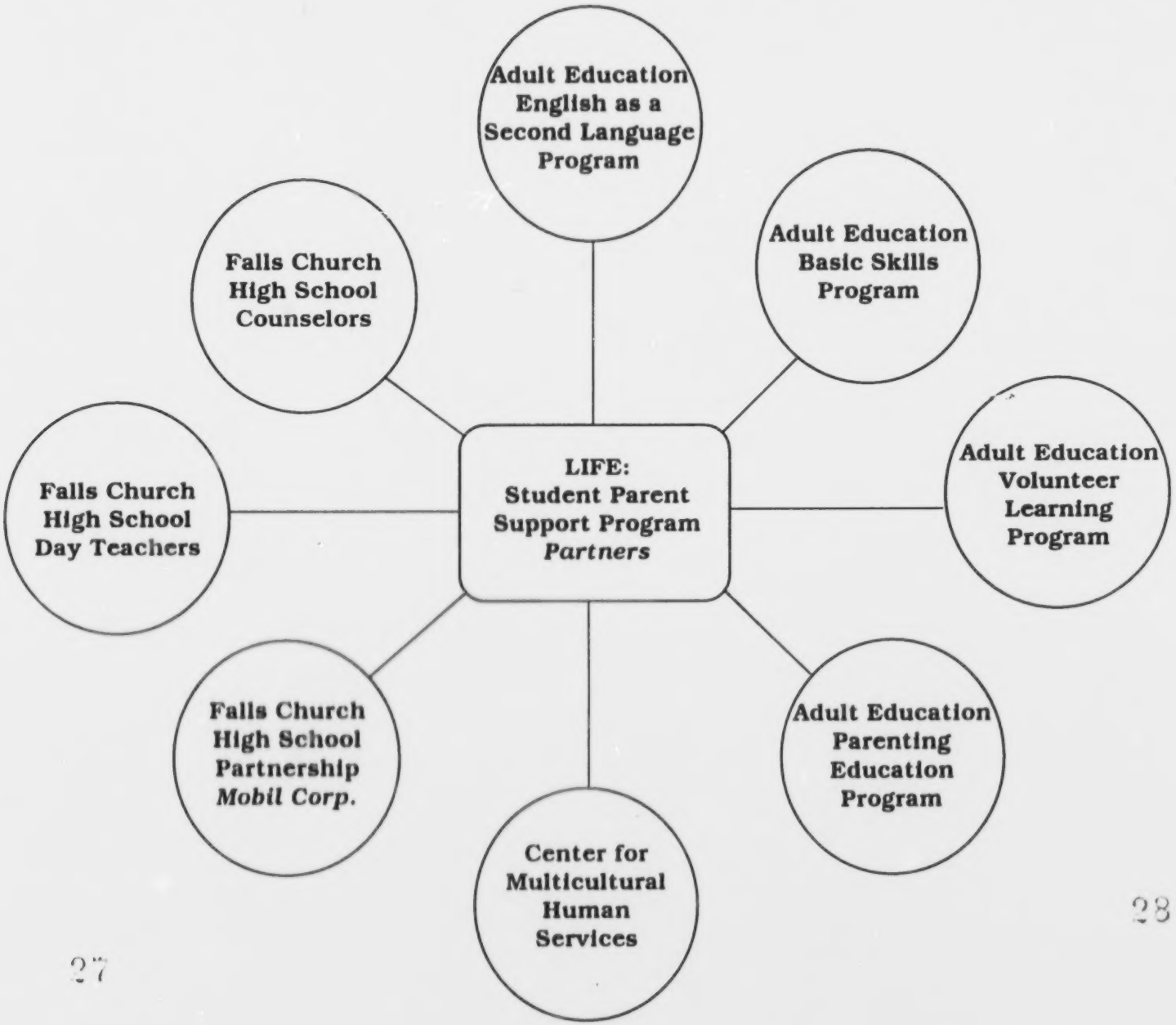
Graphic of Program Collaboration

Organizational Chart

Graphic of Student Profiles

Graphic of Simplified Goals, Challenges, and Plans

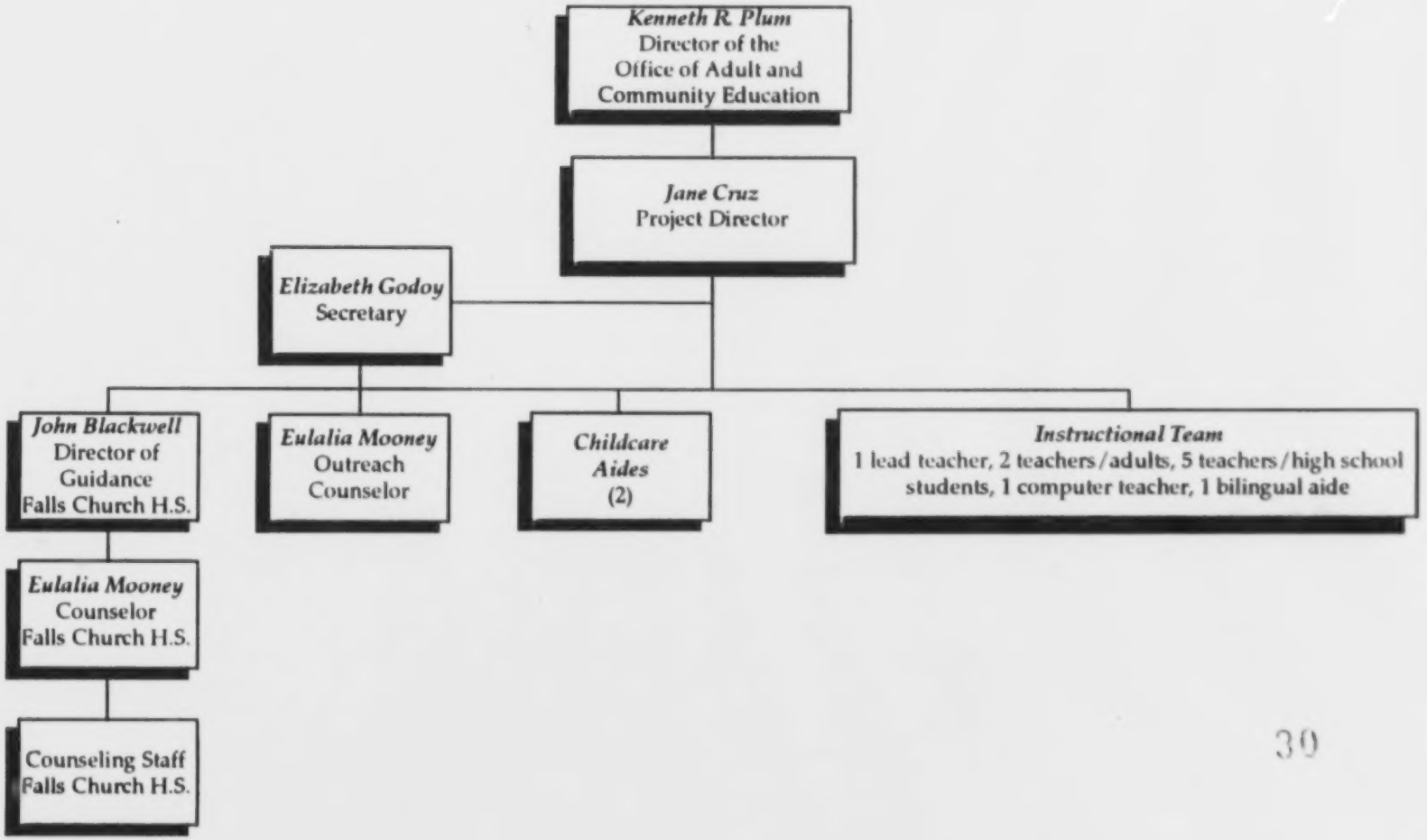
Evaluation Plan

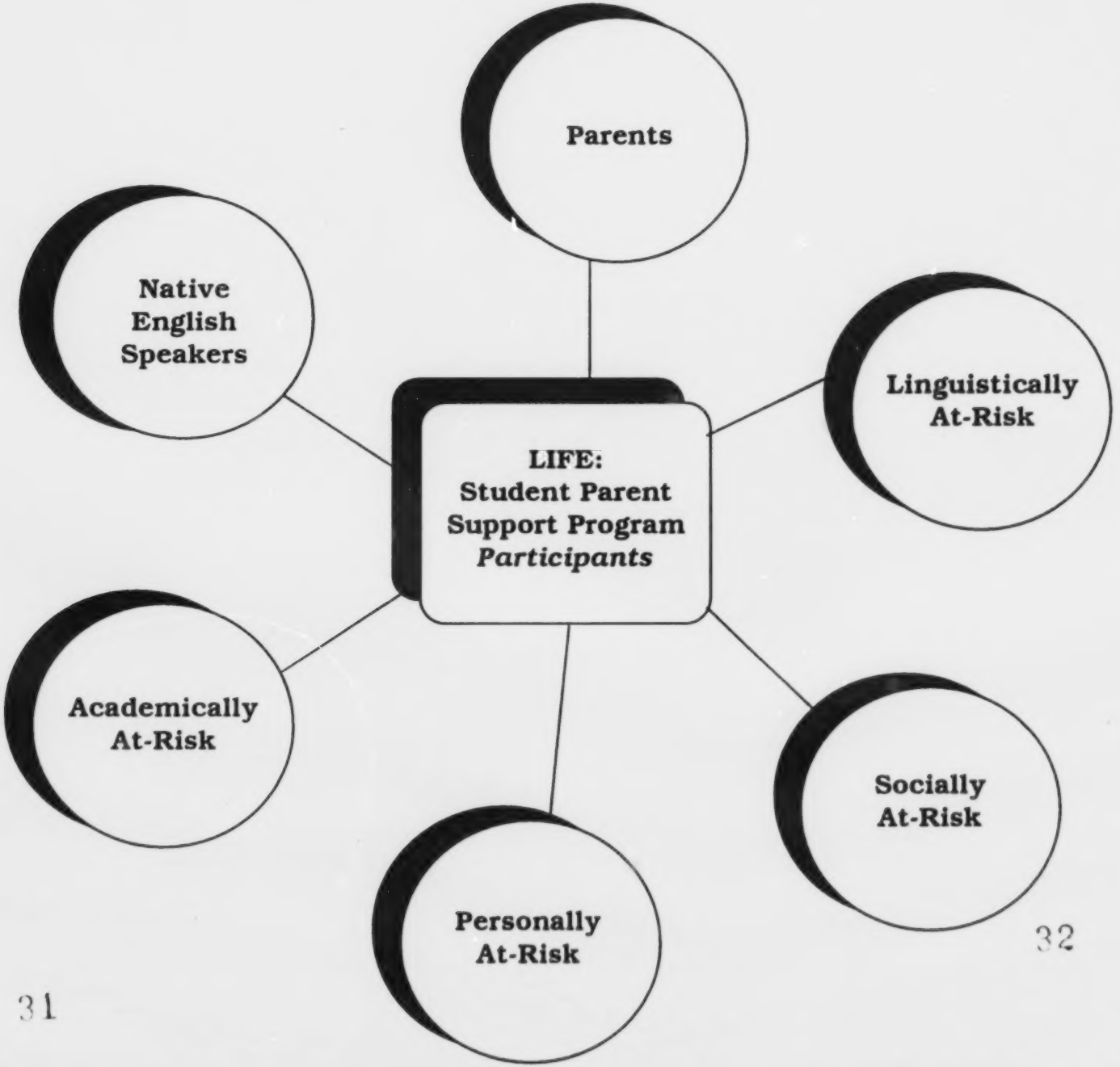

Adult Education English as a Second Language Program
Falls Church High School Counselors
Adult Education Basic Skills Program
Falls Church High School Day Teachers
LIFE: Student Parent Support Program *Partners*
Adult Education Volunteer Learning Program
Falls Church High School Partnership *Mobil Corp.*
Adult Education Parenting Education Program
Center for Multicultural Human Services

Literacy is For Everyone Project

Fairfax County Public Schools

Organizational Chart




Parents
Native English Speakers
Linguistically At-Risk
LIFE: Student Parent Support Program *Participants*
Academically At-Risk
Socially At-Risk
Personally At-Risk

LIFE:
Student Parent Support Program

GOALS

Parental involvement

Academic and social achievement

Development of alternative educational methods

CHALLENGES

Getting the students who need the help

Recruitment, retention, and attendance

Use of school

FUTURE PLANS
include

Intergenerational and cross cultural workshops

Field trips

Newsletters and anthologies

EVALUATION PLAN
LIFE at Falls Church High School

Evaluation of Process

Formative:

Evaluation of the process will be participatory, including participants, instructors, administrators, school officials, and community members. Areas to observe and analyze include recruitment of instructors, recruitment of participants, team development, outreach, curriculum development, student involvement in curriculum development, and the development of student-based lessons including reliance on community issues and concerns the students bring to class. Evaluation methods will include notes and audio tapes from instructional team meetings, teachers' logs documenting their view of the development of the program, and input from a student advisory committee.

Summative:

The final evaluation of the process will include a questionnaire for the instructional team and individual interviews with the instructional team and members of the student advisory committee.

Evaluation of Student Progress

Formative:

Evaluation of student progress will be participatory, including students, instructional team, and project director. Areas to observe include tracking the attendance of the families, tracking the attendance and achievement of the high school students, literacy progress, time spent in intergenerational and intercultural activities, participation in reading related activities, increased involvement in the school, increased confidence, and use of literacy in day-to-day life. Instructors will note students' increased ability to negotiate, prioritize, and share limited resources. Methods to evaluate the academic progress will include student portfolios, graded reading samples and writing samples (both globally scored), structured interviews, a goals checklist, a skills checklist, a daily log (see example, "Daily Log"), language/literacy inventories, language experience exercises, student publications, peer interviews, and completion of a calendar reporting the number and frequency of family literacy activities. Methods to evaluate the affective progress will include instructor anecdotes about students' increased confidence, involvement in class activities, and initiative; attitudinal surveys for the students, including questions about students' understanding of and concerns about the differences among various ethnic groups and about the American school system; records of parent-initiated contacts with his/her child's school; and high school counselor reports on the holistic progress of high school students involved in the program.

Summative:

At the conclusion of the year's program, students will complete a program evaluation form to share with the instructional team on how they believe they have progressed (see examples, "ESL Individual Interview" and "Program Evaluation by Students"). During the intake interview, the instructional team will assess the literacy skills of each student through initial reading and writing samples and a structured interview. The instructional team will work cooperatively with the students to design their personal checklists and set their goals. At the conclusion of the year the instructor, student, and administrator will review the progress of the student's goals as defined by the checklist. The items on the checklist will remain flexible throughout the year, allowing students to explore their own questions and to restate and redesign their goals. Instructor, student, and project director will collaboratively write a final evaluation. Instructors will conduct a final reading sample, writing sample, and structured interview based on the initial assessments and note improved comprehension and higher reading levels; improved form, grammar, and structure in writing; and improved fluency and comprehension in the structured interview.

Evaluation of Instructional Team

Formative:

The project director and the instructional team will maintain journals detailing team collaboration, responses to meetings, salient experiences from the classrooms, and effective lesson plans (see example, "LIFE Activities"). The journals will reflect attitudes about the group processes and their effectiveness, awareness of the complexity of the issues inherent in the program, and an understanding of what the learners want and why they need literacy. The project director will note anecdotes concerning instructors' growth and involvement in the project as well as in the community served.

Summative:

The project director will evaluate the instructional team regarding the cultural diversity and the correspondence to the community served, each member's knowledge of the community served, and experiences appropriate for this program of each instructor.

Evaluation of Program

Formative:

Instructors, project director, and participants will continually assess the progress of the program toward meeting program goals through bimonthly meetings, individual interviews, and a student focus group. The project team and participants will gauge students' strengths maximized through participation in program activities, the impact of the program on students' lives, the emergence of a sense of community in the participants, and the reasons why students miss classes or drop from the program.

Indicators of program progress include changes in the program suggested by the student focus group as well as by individual students and improved recruitment responses through modifications in the recruitment processes.

Summative:

Project staff will complete a final program evaluation covering the program's recruitment efforts, assessment, curriculum development, instruction, program development, and program management (see example, "Staff Program Evaluation"). Participants will complete a final program evaluation, either in English or in their native language. Questions will address how students consider themselves better able to interact in their communities and communitcate with their child's school, strengths and weaknesses of the program, students' self-evaluation of the skills they developed, and suggestions for future programs (see examples, "Program Evaluation by Students" and "Questions for Program Evaluation").

Appendix B

Setting Up the Program

Abstract of Program

Recruitment Flyers

Press Release

Newspaper Articles

Memoranda to LIFE Team Members

Memorandum to Marvin Spratley,
Prinicipal of Falls Church High School

Success Chart

Literacy is for Everyone (LIFE): Providing Basic Literacy Skills for Parents and High School Students

Abstract

By the year 2000, today's teenaged children of parents with limited English proficiency and literacy skills will be adults, and if they have not received some sort of help, these children may continue a cycle of illiteracy. Literacy is for Everyone (LIFE) will test the hypothesis that parents with limited English and/or literacy skills, and their middle to high-school-age children, can help educate each other. Project Director Ms. Jane Cruz of Fairfax County Public Schools Office of Adult and Community Education will use collaborative activities and cooperative learning with different combinations of native English-speaking individuals with low literacy skills and those individuals with limited English proficiency, intermixing parents and children. Computer assisted basic skills and literacy education will be a major component of the project. Results of LIFE will include an instructional model, curriculum and instructional materials, and software which has been used successfully with the target groups.

The LIFE family literacy project supports the national goal to help make every adult literate by the year 2000 by accomplishing the following objectives:

- to raise the literacy skills of 45 limited English proficient (LEP) and/or educationally limited parents of 50 at-risk high school students
- to increase these parents' involvement in their children's education
- to tap into the resources of each participant to help increase the literacy skills of both high school students and their parents
- to implement alternative educational methods such as computer assisted learning, peer coaching and intergenerational and cross cultural activities.

Alternative instructional methods will include collaborative activities and cooperative learning between native English speaking parents with low literacy skills and LEP parents, between native English speaking and LEP high school students, and between both sets of parents and their children. While learning together and functioning as coaches for one another, we expect that participants will discover their own strengths and will be more confident and better prepared to learn and to assume responsibility for overcoming their own weaknesses in language and literacy.

It is a well documented fact that successful family and intergenerational literacy programs depend upon parent involvement in their children's education and development. Increasingly, research suggests both the decline of this involvement and its importance. James Coleman (1991), for example, has tracked "cultural decline" in the United States and attributes this problem to the lack of "social capital," the decreasing opportunity for children to interact with the adult citizens of the community.

For information on the project, contact Jane Cruz at (703) 506-2211.

Learn about classes

English, Writing, Reading

FREE CLASSES!

Special program for
parents and families
of Falls Church High School

Also **free** counseling
by RAP
Center for Multicultural Human Services

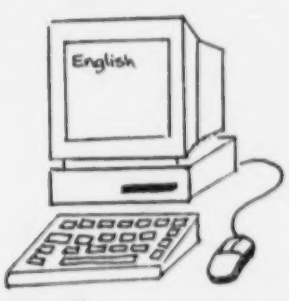
Join us for

Pizza and Soda

and learn about these free classes
for families of Falls Church High School

Computers!

Wednesday
November 18
6:00 p.m.
Cafeteria
Falls Church High School



Ofrecemos un programa nuevo de

Inglés Como Segundo Lenguaje

¡CLASES GRATIS!

Especialmente para
Padres y Familias
Falls Church High School

También consejos **gratis**
por **RAP**
el Centro de Servicios Humanos Multiculturales

Vengan a compartir en una noche de
Pizza y Soda
así pueden aprender de estas clases gratis
para familias de Falls Church High School

¡Computadoras!

Miércoles
el 18 de noviembre
6:00 de la tarde
Cafeteria
Falls Church High School

Clases Gratis

Clases Gratis

Inglés Como Segunda Lengua

Especialmente para

Padres y Estudiantes
de Falls Church High School

Lunes y Miercoles

7:00 - 9:00 p.m.

En la Escuela de Falls Church

Cuidado de niños gratis

Clases de Computadoras

Para más información llame a

Luisa Calderon al
698-7947

Los esperamos
Luisa Calderon & Lala Mooney

PADRES HISPANOS DEL COLEGIO DE FALLS CHURCH

ASISTA A LA REUNION DE PADRES Y MAESTROS "PTA" DEL CONDADO DE FAIRFAX

TEMA: Como ser Líderes en la Asociación de Padres de Nuestro Colegio
Presentación en Español por otros Padres Hispanos y Representantes del Colegio:
-Lucy Lozada - PTA Hispano, Glasgow
-Norka Gonzalez -PTA Hispano, Glasgow
-Adrian Ortiz - Social Worker, Falls Church
-Lala Mooney - Counselor, Falls Church

FECHA: MARTES, 25 DE MAYO

LUGAR: FALLS CHURCH HIGH SCHOOL

HORA: Entrenamiento 7:30 pm - 9:45 pm

Para mayor información favor llamar a Gloria Starr, "Parent Liaison," Falls Church, 573-4900, ext. 240

FAIRFAX COUNTY
PUBLIC SCHOOLS

Office of Adult and Community Education

Pimmit Hills Center
7510 Lisle Avenue
Falls Church, Virginia 22043

13 de Mayo de 1993

Queridos Padres:

Nos sentimos muy contentos de hacerles una invitación muy especial. La Escuela de Falls Church ha organizado unos cursos para toda la familia, con el único proposito de ayudar a los estudiantes a superarse. Para que un estudiante pueda superarse, es necesario que toda la familia se envuelva en ese propósito. Es un programa administrado por la Oficina de Educación para Adultes de Fairfax County Public Schools y es uno en que todos--hijos y padres--puedan practicar inglés y con los estudios de la escuela. El equipo de instructores esperan que los estudieantes mejoren sus notas mientras los padres mejoren su uso de inglés y su conocimiento de la escuela Falls Church.

Si tiene niños pequeños no se preocupe. Tenemos cuidado de niños gratis, en la misma escuela.

Organizaremos paseos y otras actividades para toda la familia.

Para los padres tenemos clases de inglés (ESL) en diferentes niveles. Y también clases de computadora.

¡Aprovechen esta oportunidad! Este programa es solamente para las familias de Falls Church y Luther Jackson. Pero si no tenemos el número suficiente de familias, nos veremos obligados a recibir familias de otras escuelas que están muy ansiosas de asistir a este programa.

Si usted desea más información, por favor llame a alguna de estas personas:

Sra. Luisa Calderón	698-7947	día y noche
Sra. Gloria Starr	573-4900	día
Sra. Lala Mooney	573-4900	día
Sra. Jane Cruz, directora	506-2211	día y noche

Sinceramente,

Luisa, Gloria, Lala and Jane

FAIRFAX COUNTY
PUBLIC SCHOOLS

Office of Adult and Community Education
Pimmit Hills Center
7510 Lisle Avenue
Falls Church, Virginia 22043
Jane Cruz, Project Director
Office of Adult and Community Education
Telephone (703) 506-2211

FOR IMMEDIATE RELEASE

December 6, 1992

UNIQUE PROJECT FUNDED BY THE NATIONAL INSTITUTE FOR LITERACY BEGINS AT FALLS CHURCH HIGH SCHOOL

Fairfax County Public Schools Office of Adult and Community Education, in collaboration with Falls Church High School, has implemented a new and unique program to provide basic literacy skills for Falls Church High School at-risk students and their parents. The "Literacy is For Everyone" (LIFE) project will test the hypothesis that the target population (parents with limited English proficiency and/or literacy skills and their middle to high school age children) is a rich resource which can be used to further the education of its members. Adults participants will make significant progress toward functional English literacy during the project as will their high school age children. While learning together and functioning as coaches for one another, participants will discover strengths and will be more confident and better prepared to learn and to assume responsibility. The high school participants will be adults by the year 2000 and without intervention may continue the cycle of intergenerational illiteracy.

Alternative methods the instructional team is using include collaborative activities and cooperative learning between native English speaking parents with low literacy skills and limited English proficient (LEP) parents, between native English speaking and LEP high school students, and between both sets of parents and their children. A major component of this project is the inclusion of computer assisted basic skills or literacy education.

The National Institute for Literacy requested proposals to address the issues of ensuring that every adult be literate by the year 2000. The Institute received over 600 proposals from across the United States and awarded 36. Like the LIFE project, each of the 36 projects proposes break-the-mold strategies to accomplish the goal.

LIFE classes began at Falls Church High School on November 30 and will continue until the end of August.

###

IN THE SCHOOLS

□□□

Fairfax County Public Schools Office of Adult and Community Education in collaboration with **Falls Church High School** has started a new and unique program entitled "Literacy is For Everyone."

□□□

Literacy program

A new program at Falls Church High School teams students and parents learning basic literacy skills.

The "Literacy is for Everyone" program was one of 36 chosen from across the country for funding by the National Institute for Literacy.

The institute received more than 600 replies to a request for proposals relating to the goal of literacy for every adult by the year 2000.

The local program, started in November, is an effort of Falls Church High School and the Fairfax County Public Schools' Office of Adult and Community Education.

Participants are parents with limited English proficiency and/or literacy skills and their middle- or high school-age children. Parents and students act as coaches for one another. The program includes computer-assisted basic skills or literacy education.

For more information, call 506-2211.

FAIRFAX COUNTY PUBLIC SCHOOLS Fairfax, Virginia

MEMORANDUM

December 16, 1992

To: Falls Church Team for LIFE

From: Jane Cruz Jane

Subject: Thoughts and Tidbits

A very difficult time is coming upon us. And we began classes at a very difficult time. In view of that, I think the participation has been great. Lynn and Suzette are calling potential participants and encouraging them to come visit. After the holiday break, we'll do a massive recruitment campaign; retention will also be an issue then. After a break, revving up to get back is difficult for some people.

While I'm driving, bathing, and eating, I think of major things I want to share/discuss with you. Then I realize that we've only been in operation for two weeks and decide we're doing *just fine*. Getting some of those things down on paper will certainly help me, though.

- One thing I think is slipping through my fingers, and it's my fault, is not meeting for at least 15 minutes every night. To ensure a collaborative and student centered curriculum, I believe it is imperative for each of us to share our ideas, where we are going, what we would like to do; ask how we might accomplish our ideas; discover how others make the curriculum student centered; etc. Let's meet for 15 or more minutes every evening, from 6:40 - 6:55.

- I have the portfolios for students. If you want to begin them, let me know. I am trying (though, honestly, I haven't done much about it) to secure a storage area for us so that we can maintain the student/family portfolios here.

- Let's ensure that there is a *FAMILY* as well as Falls Church (or Luther Jackson) connection with everyone attending.

- I have brought easel paper for each room. We will leave them in the classrooms as a sign of our partnership with the daytime teacher.

- Speaking of daytime teachers, I would like to do a little holiday bag for each teacher whose room we are using as well as for the custodian. If you have ideas or inclinations, let's discuss them and be sure to have them by next Monday.

- By the end of December, I have to submit a revised evaluation plan to the National Institute for Literacy. Paul suggested that everyone be involved in the revision, and I believe that it would be optimal to do that. What is not optimal is the time of year we are attempting this. If you would like to work on the evaluation plan (and inherent in that is taking a critical look at the objectives), I would like to get together maybe the end of this week or early (ugh!) next week. Let me know tonight. I would be delighted if everyone could participate; in almost everything we do, I would like for the activity to be participatory, either for students and/or for instructors. Another aspect of the evaluation that has me slightly concerned is that we do not have an outside evaluator yet. I liked Paul's idea of recruiting someone local who has experience with and knowledge of the community we are serving, but I am also pulled by the need to attract a national professional who can assist us in developing the project.

- Written into the grant (you probably read) is the opportunity for one staff member to attend the three day National Literacy Conference in April 1993. If you have a desire to go, please let me know.

- We need to make sure that we are keeping record of attendance. People are going to begin visiting the program, especially the computer assisted instruction activities. I have suggested that visitors wait until later in January after we have recruited more and have more software to illustrate to them.

- Haven't done your pay voucher? See me, *quickly*. I have (and have had for the past four meeting times) a schedule of pay voucher due dates and corresponding pay dates.

- I'd like to set up another meeting, but I don't think we can do Chinese this time...maybe sack dinners??? I'd like to build more on what we have begun, to discuss how to make a class *really* student centered, possible strategies for doing that, and other things that were on that strange agenda. Blurt out all at once the best day and time to meet. Then we'll set it.

FAIRFAX COUNTY PUBLIC SCHOOLS Fairfax, Virginia

MEMORANDUM

January 4, 1992

To: FCPS FCHS SPSP's

From: Jane

Subject: Requests, Thoughts, Musings

I hope you all had a restful and peaceful holiday vacation. I am enthusiastic about continuing our efforts to design a unique program, sharing our ideas, and implementing innovative strategies. It requires a great deal of our energy and creativity to implement a participatory program, to constantly be attuned to what the students need and want. We must consciously displace ourselves as the "leader" in the classroom and allow the leadership of the participants to emerge. It happens. The door is wide open for us; there are many directions for us to go.

I would like to schedule another three to three and a half hour meeting to incorporate staff development as well as goal setting. Perhaps we need to wait until Wednesday when Paul has returned to schedule the meeting. I will provide you articles and photocopies of chapters of relevant resources for your use. The strategies and philosophy I am talking about is totally different from that of the K-12 schools as well as that of the adult education programs. Please review the revised evaluation plan; it reinforces the instructional strategies we hope to incorporate in the classes. It will also give you an idea of how we are going to be evaluating and what methods we will be using.

Another request I have of each of you is to keep a journal highlighting successes and failures, notable student achievement/progress, natural evolutions of our proposal (like Lynn's discussion about dating practices, inviting intergenerational and intercultural participation), beefs and bonuses, and anything else. I have provided you with a notebook to maintain these journals. You will also note in the evaluation plan that the journals are of great importance.

These are just a few other housekeeping reminders:

- Please have students sign in <u>every evening</u>. Then return the sign in sheets to me. I am maintaining a master attendance schedule. *I must have this information for grant purposes.*

- I need to have a registration on each student. Some folks have eased their way in (certainly not maliciously); let's get information from the high school students as well as from adults who have not completed the information. If you have information, that is fine; I will transfer it to a standard form for record keeping purposes. I also need to firm up parents who belong to high school students in the program and vice versa.

- Tony has additional software as well as instructional booklets for WordPerfect 5.1. Do we need a special meeting to find out what we have available and discuss what else we would like to have?

- I have ordered several photo resources; they should be here this week.

Thanks!

FAIRFAX COUNTY PUBLIC SCHOOLS Fairfax, Virginia

MEMORANDUM

January 13, 1993

TO: SPSP Team

FROM: Jane Cruz Jane

SUBJECT: Portfolios, Journals, Copyright Laws, Etc.

A. ***REMEMBER:*** ***No class at all next week!***

B. I was thinking about the portfolios and jotted down some ideas of what can be included. They should contain information about both the affective and cognitive progress of students.

- initial reading/writing samples
- writing samples
- tape recordings
- computer print-outs
- action research projects
- class exercises
- journals
- dialog journals
- student logs
- school correspondence
- newsletters/newspapers/anthologies
- questionnaires
- attitudinal surveys - pre- and post-
- instructor comments
- copies of grades (high school students)
- notes from teachers/counselors

Ideas of what teachers' journals might be:

- anecdotes about class, attendance
- notes on students
- salient events that happen in class
- notes about the computer assisted instruction
- lesson plans that work
  - unique
  - collaborative learning

  - cooperative learning
  - intergenerational activities
  - computer activities (i.e., using WordPerfect 5.1 as a game, as a vocabulary builder, etc.)
  - intercultural activities
- notes on discovering needs/interests of students (how)
- questionnaires
- attitudes about project/progress/direction
- notes on interactions - kids and parents, ABE and ESL, etc.

C. Copyright and other adult education issues

Please review the Adult and Community Education Instructors' Handbook; it can tell you more than I can remember to tell you (even though I wrote it). Note the regulations on copyright. If you have any questions about copyright, please ask me. ***Do not copy something if you are in doubt.*** Adhering to copyright regulations is strict business.

Good tidbits in the Handbook include your benefits, probably the best of which is being able to take and adult education class. Suzette has already signed up for a couple of courses. If you've got the time, try one.

I'm also giving you a copy of the Adult and Community Education newsletter, **What's New?** Although I try to publish this every two weeks, unbeknownst to me, time has been racing by. So I have begun to title it, "The Periodic Periodical." Reading it will begin to give you a more holistic picture of our adult education program, what it is, and what we do. It's important that you realize you are a part of this organization and that we all support and encourage each other. The variety and abundance of programs we offer is astounding, from the Parenting Education Center to alternative high schools to vocational certificate programs to real estate education to furniture refinishing to empowerment centers. The collaboration that is possible just among our own programs is powerful. That's why it's important to know about the rest of us. Last year 1500 instructors facilitated @ 8,000 classes for 89,000 students. We're big.

Please take a moment and on the phone or, if time, while I'm here, to let me know what's been going on in your classes. I am anxious to move forward toward our goals. Also make sure you understand the evaluation plan and how it's going to evolve. There are steps we must take soon for the formative evaluation.

Tonight, can we set up an inservice time?

Thanks.

FAIRFAX COUNTY PUBLIC SCHOOLS Fairfax, Virginia

MEMORANDUM

February 8, 1993

TO: SPSP Instructional Team

FROM: Jane Cruz Jane

SUBJECT: Updates, Catalogues, Resources

I've been waning, I know; the responsibilities of being acting director have become barriers, somewhat, to my being here both days of the week. Hopefully, this should last only another three weeks or so, but I wouldn't be so foolish as to promise it. This week, for instance, we will be celebrating two alternative high school graduations on Tuesday and Wednesday. Also, every third Wednesday of the month I meet with the Adult Education General Advisory Committee. But that should not hinder your getting together every class evening to discuss what's going on in each other's classes. Because we want to develop ourselves as a team and to work together, it is necessary for all of us to meet together. Everyone has an ample number of hours allocated to meet together at other than class times. If you cannot make it, or if you are going to be late, please let me know. If I am unavailable, you can leave a message on my phonemail or with my secretary, Beth, at 506-2215.

We are still accumulating materials and resources. I have contacted other programs about software programs, am researching "Algebra Made Painless" by Mouseware, have contacted the program in Tucson (tho their software is all ESL, and their program is for primary school-age children). Please review materials or come to see me so that we can discuss what's happening in your classes. I've realized that detailed discussions are impossible the night of classes. I am available for you to work through ideas, ponder over barriers, scream with frustration, or bubble with successes. I'll meet you wherever you want. I would like to meet with each one of you.

I believe you are still on a "success" track for a grand finale on Wednesday, February 24. Am I right? Let's be sure we get everything arranged so that the event really brings the month's worth of interactions together.

I've begun calling potential students; I need to get together again with the counseling staff to identify new recruits. Lynn has been invaluable in building the native English speaking population.

I have portfolios in my car, tape recorders, and tapes, and even batteries. I still need to receive daily attendance so that we can determine how many folks we are serving.

FAIRFAX COUNTY PUBLIC SCHOOLS Fairfax, Virginia

MEMORANDUM

April 19, 1993

TO: FCPS SPSP Team

FROM: Jane Cruz Jane

SUBJECT: Notes, Updates, Miscellaneous

On our second stretch, here, we have to remain diligent in recruiting and maintaining students and being creative in meeting their needs. Although Luisa is recruiting Latino students for our classes, we must continue to call students who are missing class and discuss how we can better meet their needs. In a program with a variety of levels, ages, nationalities, backgrounds, and interests, it is very difficult to reach every student; but, we must. That's where creativity and investment come in. I cannot stress enough that as instructors we have to respond to the levels and interests of the students, not to what we want to do. This does not mean not coming prepared, though. It does mean being alert to what students say and do in class that indicates needs, interests, and issues. It's tough work.

I believe I have mentioned to most of you that I am preparing the mid-year report. Please give me stories that have emerged from the primary group you are working with. Some thoughts I have are descriptions of the "Success Night," several in Paul's class obtaining jobs in the same week, parent-student discussions, newsletter production, progress in school, involvement in activities, development of interests, etc. Please have them ready for me next Monday evening. I hope that you are maintaining these stories and anecdotes in your journals as I requested at the beginning of the project.

Some of you remain perplexed about the emergence of generative themes in the classes and how to determine them. One obvious way **not** to determine them is by asking the students. We hear issues prevalent in students' lives through their discussions, comments their children make (and vice-versa), their writing and the particular things they decide to write about, their questions, events in their community, concerns, fears, etc. It is important that they acquire language and skills they need to be active and concerned citizens in their communities and in their children's schools. Responding to students' needs does not mean not using workbooks, worksheets, grammar review, pronunciation practice, or any other method prevalent in ESL classrooms. It means finding the right worksheet to reinforce what the students have been discussing; therefore, it is impossible to go by page through a workbook. Learning must be active and dynamic, not static, not the process of going from page 52 to page 54 in an evening's lesson.

Activities that encourage inquiry learning or process learning include:

Oral Histories: exhibits, photo stories, portfolios, children's books, quilts, paper quilts, murals, storytelling celebrations, radio shows, slide shows, video tapes

Dialog journals

Language experience stories (just about any grammatical exercise can emerge from language experience stories)

Clustering, generating ideas (codes, themes)

Fables, folktales, proverbs from student's countries

Discussing school discipline, new rules, teacher/student discontent, etc.

Classroom issues that have emerged and that I have addressed in classes include:

Culture: similarities and differences - holidays, cooking, witchcraft, faith healing, folktales, schooling, religion, weather, employment, family structure, childhood memories

Children's schooling: safety (violence in schools, on the streets), discipline (culturally different approaches, parents accused of child abuse, punishing children for poor school behavior or performance), fairness/discrimination (parents' feeling that child is being treated unfairly or neglected), content/quality of education (lack of communication, schools teaching enough), homework (ways of helping, feelings of inadequacy), obstacles to parental involvement (time-overtime, homelessness, lack of heat, large families, immigration, family problems, health), social/cultural concerns (fear about influence of American way - smoking, sex, drugs, skipping school, fear of loss of culture and control, conflict between home and school values, children's negative feelings about home language and culture), parent/teacher roles, special needs (school evaluations and placements, not understanding procedures, rights, implications), school atmosphere (feeling unwelcome, not knowing or feeling comfortable with school authorities), communication (language barriers, no translator, inability to understand notes, report cards, etc, negative communications from school), after school/vacation/holiday (finding childcare, finding positive activities for children).

Parents' education and literacy: educational background, adult literacy, expectations, classroom dynamics (bilingualism, teacher/student roles), homework (help from children, obstacles).

Immigration: political and economic situation in homeland, reasons for coming, hazardous journeys, amnesty, immigration laws.

Family: men's/women's roles, parents'/children's roles, language use in the home.

Neighborhood and community: quality of life (safety, loneliness, sense of community), community issues (school, police harassment, tensions between cultural groups, racism, and discrimination).

Health care: awareness (AIDS, nutrition, drugs, substance abuse, hazardous workplace chemicals)

Employment: work (low pay, two jobs, fear of losing job, workers' rights, employer rights, language problems at work), welfare (requirements, impact on self-esteem, reasons for being on welfare, negative attitudes).

Politics: political situations in home country, "English Only" legislation, cuts in social service, immigration legislation.

These core issues can produce many others. But you gotta be sharp, listen, observe, and pull from their discussions, written work, community events, concerns, and questions. Let's **all** be more responsive to the students we have and facilitate their empowerment to the extent that they will continue to come here after we have left.

Okay?

FAIRFAX COUNTY PUBLIC SCHOOLS Fairfax, Virginia

MEMORANDUM

June 28, 1993

TO: SPSP Team Members

FROM: Jane Cruz Jane

SUBJECT: Information To Take Action On

We're entering the last stretch for the Federal grant, and we need to take a look at where we've been, where we need to be, and where we're going. Lots of positive things have happened in our little Falls Church-Monday-Wednesday group. We have several success stories, and I need for you to give them to me continuously. Many high school students have shown a little to remarkable progress in their studies. Parents are pleased. And our enrollment has remained hearty. I do depend on you to give me feedback related to the evaluation points outlined in the evaluation plan.

It is time now to review the grant proposal and evaluation plan once again so that you can determine the next steps to reaching our goals. Remember, the ***main*** purpose of the grant is to provide intergenerational and intercultural literacy activities to high school aged kids and their parents. Another major point in the proposal which makes it unique is that the curriculum and activities are ***student generated.*** Aside from documenting the progress students have made and the success in recruitment, we must demonstrate our success with an intergenerational, intercultural student-generated curriculum. Whenever I speak of students, I, of course, mean both adult and young adult students.

For the next two months, we must ensure that all activities are guided by those principles. During the summer is a great time to coordinate group projects. All group projects ***must be student generated.*** We can facilitate a group discussion about what the students want to do this summer, and/or we can lay out a variety of options for them to choose from; these options should be based on what we already know about the students' interests and needs. Once students decided on an activity, they design the program, contact people (speakers, experts for advice, etc.), determine the costs (if any), make flyers or announcements, determine the steering committee and other necessary committees, and everything else necessary to plan and execute an event. Remember, the students do it. They are the initiators, the negotiators, the compromisers, the officials. I know a whole lot of things I would like to do, but I am not a student.

We also have neglected to facilitate kids working with adults. The kids have overtaken the computer room. There are a couple of things we can do to create a different environment, one which more closely follows the philosophy of the grant. Adults from Paul's, Lynn's, and Gili's classes can come in and work one-on-one with high school students in the computer center. These dyads need to be determined beforehand. Other students will go work in a classroom on another project or in with the literacy students or other students who are not working in the computer room. Again, the activities will come from the students. A real natural activity is a writing activity; Paul's students have been writing in a journal. Lynn's students put their writings into wordprocessing and printed them already. But, did they get assistance from the kids? If so, please let me know how it was facilitated. In order to ensure that the adults can work readily and efficiently in the computer room, the kids who are not working with an adult will have to move to one of the classrooms. I had hoped the student body would be more mobile than it is (not stuck to one room, necessarily). Following the success of the success night, we haven't attempted another joint project. But we must. The grant says so.

Another aspect of the philosophy of the grant that has become lost (and I know it's difficult when we're here only six hours a week), is the holistic ownership rather than the class ownership. What has happened, which is common for high school and adult classes, is that some instructors have claimed particular students. Grant philosophy indicates that everyone is every instructor's student. In other words, no one should say to me, "I can't work with him because he isn't my student" or "I can't work with her because she's an adult." Classism exists among our ranks! (You know, "This is <u>my</u> class.")

An issue we have frequently discussed is the parent-FCHS student combination in the classes. Let's try to discover how many parents have kids who are coming to SPSP and how many kids have parents who are coming. It's their progress we must report. Otherwise, the thesis of the grant is not tested. Throughout, we must remember that *this is not an ESL program; this is not a program for Hispanic parents; this is not an adult program; this is not a high school program.* Any promotion of the program as one of those aspects is misleading and faulty and is not what the National Institute for Literacy (NIL) funded.

During the summer we are welcoming a variety of substitutes. Paul will be gone until July 19, and Lynn will be gone almost as long. I have hired a couple of very fine substitutes; they will appreciate your support and assistance. When Paul is not here, please leave any information, plans for a substitute, messages for me (if you don't see me), and anything else with **Sandy**. Also, please let me know if you will not be here (most of you do) and when you need a substitute, and discuss your instructional plans with me. NIL has requested that I maintain a check-in for staff members. Sandy has it in the computer room. I hate to monitor, but that's what they are doing to me. Because of the amount of hours I am paying you for, I need to validate that you are actively engrossed in activity planning for SPSP during those hours. Thanks.

OACE/Pimmit Hills

FCPS FAIRFAX COUNTY PUBLIC SCHOOLS Fairfax, Virginia 22030

MEMORANDUM

November 20, 1992

TO: Marvin Spratley

FROM: Jane Cruz Jane Cruz

SUBJECT: Update - LIFE Project

With many thanks to your counseling staff and to Lala Mooney in particular, we are making substantial progress on our LIFE Project. Counselors identified at-risk students, both limited English proficient and native English speaking, we sent flyers to the families advertising an information night, and Lala and I called the families to reinforce the meeting. Wednesday night we hosted between 60 and 70 parents and students at a pizza party, taking the opportunity to discuss the program both in the large group and individually. We are encouraged by the interest and the commitment of these families to participate. We will continue to recruit and to build our corps of participants, but we will begin with those who have committed.

The classes will begin November 30 and will be every Monday and Wednesday from 7:00-9:00 p.m. We will have three base classes for adults and five base classes for the students. I would like to incorporate students from your childcare program as the childcare providers. As I had mentioned to your earlier, the program will include computer assisted learning, collaborative activities between native English speakers and ESL students as well as between adults and teenagers. One of your ESL teachers, Paul Watlington, will be on our instructional team.

The National Institute for Literacy is enthusiastic about our project because of its uniqueness and vision. The more we become involved in it, the more our enthusiasm and commitment escalates. The key to our success is the collaboration among our instructional team, the Falls Church High School counselors, and the counselors from the Center for Multicultural Human Services.

If you have any questions or concerns, I welcome times to meet with you to discuss them. My priority this year is to facilitate the educational involvement of Falls Church High School families and thus to eliminate some of those barriers that make the students at-risk. My number is 506-2211 and my secretary, Beth's number is 506-2215.

JEC/eg

cc: John Blackwell
Lala Mooney

Take a moment to think about **success**. What does success mean to you, and how is it a part of your life? Think about successes that have been important in your life, and share some of those with the class.

Please write in the spaces below about some of your success...**big and small!** (If you don't know where to begin, ask yourself...what do I do well? When am I happiest? Who have I helped?)

4)Goals for Future Success

1) Past Success

SUCCESS

3) Things I did *today* that were a success

2)Recent Success
(this year, or this week)

Other thoughts:
Is success always material objects like a new car or the biggest house in your neighborhood?
Or is success more important than those things?

Appendix C

Students Involved in Learning

Student-designed flyers

Ethan's Paper: "A Good School"

Student-produced Newspaper

Student Art Show Notice

Student Papers, Poems

Student Certificates
- Perfect Attendance
- Participation

Participant List

IF YOUR MIND IS CREATIVE,

ON →

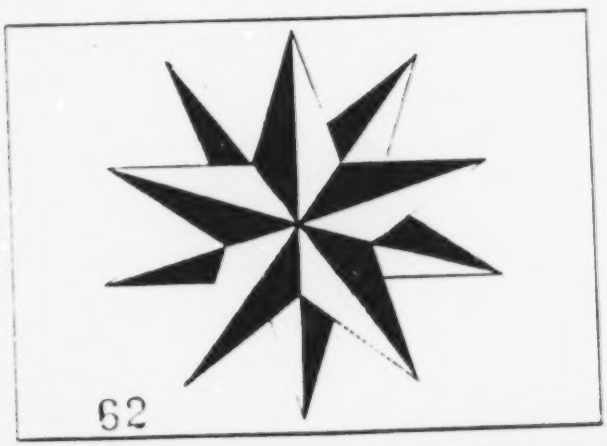
MONDAY & WEDNESDAY EVENINGS
7:00 to 9:00 p.m.
Rooms 253-260
Computer Room 136

AT → FALLS CHURCH HIGH

OR YOU JUST NEED SOME HELP IN SCHOOL,

COME TO ↓

STUDENT PARENT SUPPORT PROGRAM



LỚP HÈ MIỄN PHÍ !

- Hai ngày mỗi tuần: Thứ Hai và Thứ Tư
- Từ 7 giờ tối tới 9 giờ tối
- Tại Falls Church High School
  7521 Jaguar Trail
  Falls Church, VA 22042
- Chương Trình gồm có:
  - xử dụng máy điện toán (computer)
  - Anh Ngữ
  - Tập đánh máy
  - Bổ Túc và kèm thêm các môn học cho các em học sinh (Kinh tế tiểu học và Trung học).
  - Đi du ngoạn (picnic, field trip)
- Cho mọi lứa tuổi
- Có người giữ các em nhỏ (nếu cần)

Ethan

A GOOD SCHOOL

1. Teachers and students are equal (and the teachers know it)
1a. Teachers treat students with respect

2. The pass fail system (optional)

3. Allowed to curse in class as long as it did not offend anyone

4. Treat everyone with respect.

5. Small school (less than 100)
5a. No more than 10 per class
5b. All ages in the school

6. Coupling all the grades up to 12th grade (for example 1 & 2, 3 & 4 etc etc)

7. More hands on

8. More one on one with the teacher

9. More group work

10. More opportunity for involvement in different types of activities

11. Optional self study

12. School meetings once a week

13. Decisions are made by vote, but the vote is weighted. Students have the majority of the voting power, but the administration has the heavier vote. each student gets one vote (total of 100) the teachers and administration each have 4 (total 60 if you have 10 teachers and 5 administrators) and the principal/owner 30 administration principal total 90

14. One hour for lunch and allowed to leave campus.

15. No need for shoes.

16. Allowed to eat in class

17. Allowed to smoke in designated areas

18. Academic classes required but electives optional (if no electives,leave early)

LIFE LINES

Volume 1, Number 1 | *Special* International Week Edition | March 24, 1993

STUDENT PARENT SUPPORT PROGRAM

By Sandy Mann

We teach, we type, we sell real estate,
We are part of a program to educate.

If you can't speak English, or homework's not done,
Join us Monday and Wednesday nights—it'll be fun.

There are puzzles, videos, rap session, too;
Computers, tutors...so much to do.

All ages of people, all kinds of lifestyles;
Lots of interesting stories from across the miles.

Come to Falls Church High from 7 to 9,
Learning can be a very good time!

Computers are found in Room 136;
Upstairs 253-260's where classes mix.

My name is Luan Pham. I'm a student now. I came from Vietnam and I've lived in Virginia for one year and a half. I've attended an English class at Willston Center about four months. Since December 1992, I was attending an ESL course at Falls Church High School. I'm a worker at the Cameron Station commissary. I've worked there for 5 months. I like my job very much. Also, I like Virginia, my second country very much, because its climate is so good with me, another hand it's close to Washington, DC and there are many people from different countries. I'm very happy because I've made every effort to create a wonderful life for my family.

Our Personal Stories

My name is Lan Hoang. I have four children, 3 girls and one son. Two girls and son, they are in college right now. The last one is girl. My job beginning in United States is cook in a restaurant about 5 years. I don't like that job because I stay in a kitchen 8 hours a day, very not, no fun. After that I quit that job and my job right not is drafting.

My name is Ruben Bascope. I'm associate at Fresh Fields. I have lived in Tysons Corners, and I have done many things. I was born in Cochabamba, Bolivia. I went to college in Bolivia. I moved to USA VA. Before I was living in Sweden. I'm student in my country. I have one boy; he is living in Bolivia.

My name's Lam. I am a student. I came to Virginia seven months ago from Vietnam. I do like things, I like lives here because weather is very good. I want learn English. I always exercise in the morning then I eat breakfast. I take my notebook, I go to school and I do work.

BEST COPY AVAILABLE

Our Personal Stories continued...

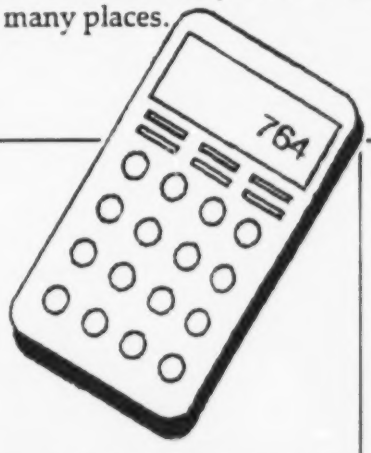
My name is Trang. I am a tailor. I came to Virginia one year ago from Vietnam. I have 3 brothers and 3 sisters. I was born in Vietnam. I went 2 years to college in Vietnam. I am single. I favorite computer. I like listen music, watch TV. I like about Virginia is 4 seasons, winter, spring, summer and fall. I was successful when I passed a driving instruction last month.

My name is Sonia Villareal. I came to USA three years ago from Bolivia. I am housekeeper. I have two wonderful children.

My name is Leonor Jerez. I came to USA four months. I have two wonderful children. I went to high school. I'm mother. I am from Colombia.

My name is Thu. I am a nurse. I came to Virginia one year and eight months ago from Saigon, Vietnam. I was born in Vietnam. I went to high school in Saigon. I did not move in many places. In my country I am a secretary and a nurse. I have three children, two boys and one girl. They go to school. We are living in Virginia, we like it. My successes are my job and my children go to school, they are doing very well.

My name is Esperanza Zamora. I'm babysitter. I have daycare family in my house. I came to United States eleven years ago from Colombia. I have lived in Maryland and Virginia. I have two very nice girls and one big boy. My best success was when I have my girls because my husband and me we were very happy. Another success was when I got my green card. Then we went to El Salvador. I live in Falls Church and my favorite time is summer because I like to go to so many places.



My name is José Acuña. I am from El Salvador. I came to this country four years ago. Before I come to Virginia, I lived in Houston few days. Now I am painter, before I come this country, I was student. But in my country, I would like go to learn some profession for get better job, but I can't. Maybe when I come back to my country I like to continue studying, but I want to learn English first. I would like to be accountant and paint beautiful pictures.

My name's Trinh. I am a student. I came to Virginia seven months ago from Vietnam. I do like things, I do like them English. I go to school English tonight.

My name is Emilce. I came to USA seven years ago from Colombia. I live only in Colombia. I was born in Colombia. I went to elementary school. I am babysitter here. I have one wonderful child. I like Virginia and summer time. My best successes when I come here?

Special Successes

On Wednesday, February 24, the participants of the Student Parent Support Group presented skits, poems, and comments about successes in their lives. All the participants thought about successes they have had in the past and some they expect in the future. Here are a few of their comments:

Past Successes

I was attending an English course at Willston school last year.

She got her 3-month pin in only 3 weeks.

I quit smoking 7 years ago.

Had 2 babies.

I learned English.

I studied art.

I found my way to Dupont Circle on Metro.

Made some cool friends.

Pleased myself.

Got a bunch of money.

Learned how to deal with a lot of things.

Present Successes

I've not given my parents a hard time.

Ate lunch.

Today I cooked spaghetti and my children liked it very much.

Helped a friend be all he could be.

I made my bed, ate right, and exercised today.

Helped a friend study.

I want to speak well, so I try to go to school everyday.

I finished my homework.

Spoke with the teacher in English.

In my math class I got a C+ on my test.

Future Successes

Finish my homework tonight before I sleep.

To be a very rich person playing football.

I want to become very good at English.

Get better school grades.

Make more money.

Stay alive!

Win lottery.

Finish high school.

Become an actress or what not.

Not lose any more of my friends.

To be a very good lawyer.

I want to be an ESL teacher.

Parents Write to Each Other

Dear Abby,

My husband always thinks the worst when the children are out longer than originally planned. They call to get permission to stay later--but he thinks it's because they are "getting away with something." I am possibly too trusting and usually do not consider, to any great extent, any ulterior motives. I know it's good to be "on your toes" to avoid potential problems, but I feel his negativism could push the children into mischief rather than guiding them away from it. What he shuts down, I have to build up.

Abby's Answer:

You have to let your children grow up, and I like your method. If you continue to trust your children, hopefully they will always respect you. As long as they call you and ask permission to stay out later, the communication between you and your kids will continue to grow. However, always keep your eyes open. As far as your husband is concerned, explain to him why it is so important to trust your children, and give them their freedom. Ask your husband to think back when he was a kid and how difficult was it for him at such a young age. Also, if you don't give your kids some freedom, they will start doing what they want anyway. Their attitude will be "why call, my parents will say no anyway." Then you will have problems with your children.

What do we do? What do we learn? Do we study?

Remarks about the Student Parent Support Program

The Student Parent Support Program is for parents and students from Falls Church High School. We will help you learn English, work through homework with you, do special projects, take field trips, learn about the computers, write a newsletter, do skits, eat pizza, learn about other cultures, work with other students, teach people in the program, learn from people in the program, and decide ourselves what we want and need to learn.

The program is especially for families from Falls Church High School or from Luther Jackson Intermediate School. The whole family can come, too. We have childcare for the little kids, special projects for the elementary school kids, homework studies and special projects for the middle school and high school kids, and special programs for the parents.

You can join our group anytime. We meet on Mondays and Wednesdays from 7:00 tp 9:00 p.m. in rooms 253-260.

If you just want to take a peek, come on over.

If you want to learn on a computer, come on over.

If you speak another language and want to learn English, come on over.

GROUP SHOW

GREGORY BAKER

TRIBAL SUN	
AZTEC GOD	
THE KITCHEN SINK	
PAINT BRUSHES	
ANCIENT FACE	
COLORS	
EMPTYNESS	
FLOWERS	
CLAY POT	

PATRICK CASIL

UNTITLED	PENCIL
UNTITLED	INK
UNTITLED	PENCIL
UNTITLED	PENCIL

JUAN RAMIREZ

UNTITLED	ACRYLIC
UNTITLED	TEMPERA
MASK	PAPER MACHE
MASK	PAPER MACHE
MASK	CERAMIC
EXPLORATIONS IN CERAMICS 1-16	CERAMICS
WEAVINGS	FIBERS

LUIS VILLALBA

CAR	CERAMICS
PAINT BRUSHES	
THE CAT	PENCIL
ANCIENT FACE	PENCIL
MONSTERS	PENCIL
UNTITLED PAINTING	ACRYLIC
UNTITLED	ACRYLIC
UNTITLED	ACRYLIC
UNTITLED	ACRYLIC

National Aquarium Trip - April 7, 1993

It was a small group, but it kept growing.

"Get your clothes on and come on over," The told Tui on the phone.

Trang arrived in a small car. Seven people got out and climbed on the bus.

Eighteen of us left with Chris, the driver, for Baltimore.

Medardo said there was nothing like the aquarium in his country.

At the dolphin show. Loan took out her camera to take a picture of the trainer riding on top of the dolphin's head, but her film was used up already.

The dolphins weren t really smiling. Their mouths are just shaped that way. Touching them is like feeling a hard boiled egg without the shell.

At the top of the stairs in the rain forest, it was so hot and wet, it was hard to breathe, and Thao said, "this is just like the weather in my country."

Mona was afraid to turn her back to the birds in the rain forest. She thought they might attack her. She also liked the bright yellow snake.

Ariana picked up a starfish and it felt like a wet rock.

Sharks' teeth are like triangles, and sometimes they have two sets of them!

Sandy explained how to tell the male ducks from the females.

Have you ever seen a blue frog before? or a bright red one?

Medardo wanted to know how much the water taxi cost because he's going to take his family there one day.

The's sister and Lynn ate some strange Italian food for lunch from the food court on the harbor.

We almost fell off the dock getting a group picture.

We passed The Marc train outside Baltimore's new baseball stadium.
Tui and Thao took three rolls of pictures so we will all remember the trip.

I had a little problem,
I didn't know what to do;
My friends would tell me one thing,
But I'd hear something else from you.

So, I weighed the many solutions
And came to my conclusions,
Though my friends may want to test,
Parent's answer's are mostly the best.

S triving for a goal

U sing determination

C elebrating accomplishments

C oordinating plans

E nthusiastically working

S earching for answers

S mile and feel proud!

Fairfax County Public Schools

Office of Adult and Community Education

Certificate of Perfect Attendance

to

Jonathan Ramrírez

for attendance and participation in the
Falls Church High School Student Parent Support Program

----------	----------
Date	*Instructor*

Fairfax County Public Schools

Office of Adult and Community Education

Certificate of Participation

to

Eliseo Frederico Ortiz

for attendance and participation in the
Falls Church High School Student Parent Support Program

---------- ----------

Date *Instructor*

Fairfax County Public Schools

Office of Adult and Community Education

Certificate of Participation

to

Martha Gleim

for attendance and participation in the
Falls Church High School Student Parent Support Program

---------- ----------

Date *Instructor*

Fairfax County Public Schools

Office of Adult and Community Education

Certificate of Participation

to

Yen Nguyen

for attendance and participation in the
Falls Church High School Student Parent Support Program

----------	----------
Date	*Instructor*

1. Nayeli Espinoza de Aca
2. José Antonio Acuña
3. Blanca Aguilar
4. Carlos Aguirre
5. Donaldo Alvarado
6. Gabriela Arcos
7. Guille Arcos
8. Mauricio Arcos
9. Norma Arenas
10. Analy Arguela
11. Miguel Arya
12. Eric Balarezo
13. Diego Baracaldo
14. Felicity Barrett
15. Medardo Bascope
16. Rubén Bascope
17. Juan Basurto
18. Graciela Bruster
19. David Bustamante
20. Rosario Bustamante
21. Sonia Bustamante
22. Francisca Butenkika
23. Jeremy Butler
24. Jermaine Butler
25. Danielo Calbimonte
26. Hugo Calbimonte
27. Paulo Calbimonte
28. Betty Calderon
29. Mimi Calvio
30. Elizabeth Canedo
31. Juan Canedo
32. Pastora Cayero
33. Carlos Cerda
34. Freddy Chavez
35. Juan Chavez
36. Santos Cordoba
37. Gladys Cornejo
38. Bach Van Deo
39. Rolando DePaz
40. Ana Maria Dieguez
41. Trang Cong Dinh
42. Vi Do
43. Margarita Dorado
44. Blanca Echenique
45. Victoria Echejaray
46. Martha Gleim

47. Ferry Gonzales
48. Emilce Gonzalez
49. Luis Gonzalez
50. Rosa Isabel Gonzalez
51. Cristina Goszulate
52. Long Ngoc Ha
53. Joanne Heiva
54. Alvaro Hernandez
55. Lan Hoang
56. Darryl Holmes
57. Sanh Huynh
58. Leonor Jerez
59. Jonathan Kenny
60. Princess Khatam
61. Thu Nguyen Kim
62. Aimee Kulsrisombart
63. Khoume Kulsrisombart
64. Brian Larson
65. Dung Le
66. Ly Lim
67. Claudia Loup
68. Rocio Cuadros Mahuiz
69. Vicki Mann
70. Jorge Manzano
71. Orbelivia H. Marquez
72. Pat Marsh
73. Sam Marsh
74. Rob Martin
75. Louisa McHugh
76. Ana Martinez
77. Erica Martinez
78. Roberto Melendez
79. Gracely Meraz
80. Ingrid Meraz
81. Susan Meraz
82. Irma Miranda
83. Jeffrey Miranda
84. Miguel Miranda
85. Martha Montes
86. Miguel Morel
87. Martha Murillo
88. Darwing Navarrete
89. Francisco Navarrete
90. Harving Navarrete
91. Nimia Navarrete
92. Kim Trang Ngo
93. Binh Nguyen
94. Huynh Nguyen
95. Lam Nguyen

96. Nga Nguyen
97. Phuc Nguyen
98. Thinh Nguyen
99. Trang Nguyen
100. Trinh Nguyen
101. Yen Nguyen
102. Jorge Luis Ochoa
103. Frederico Ortiz
104. Viviana Pando
105. Dora Parada
106. Luis Parada
107. Elizabeth Paredes
108. Raimunda Passos
109. Lynnett Pearson
110. Ena Peltier
111. Jina Peltier
112. Omar Peña
113. Roseli Peña
114. Roy Peña
115. Luis Perdomo
116. Scarleth Perez
117. Luan Pham
118. Mai Pham
119. The Pham
120. Lien Tien Phan
121. Thao Phan
122. The Phan
123. Diego Francisco Pineda
124. Teresa Plaza
125. David Pozo
126. Deysie Quijada
127. Abraham Ramirez
128. Jonathan Ramirez
129. José Ramirez
130. Juan Ramirez
131. Alba Ribeiro
132. Gisela Rodriguez
133. José Carlos Rodriguez
134. Noemi Rodriguez
135. Reina Rodriguez
136. Jacqueline Romero
137. Ena Salguero
138. Mirna Salguero
139. Moris H. Salguero
140. Gloria Sanchez
141. Jaime Sanchez
142. Jenny Sanchez
143. Juan Sanhueza
144. Rita Santa Cruz

145. Carlos Saravia
146. Jacqueline Segueira
147. José F. Segueira
148. José Napoleon Segueira
149. Kenia Segueira
150. Leo Segueira
151. Nelson Segueira
152. Sharda Sharma
153. Devon Short
154. Donna Short
155. Lei Sibounhauang
156. Augusto Soler
157. Milagro Sorto
158. Mariza Sotomayor
159. Ariana Taherkhani
160. Maryann Takerkhani
161. Mona Taherkhani
162. Virginia Taylor
163. Louis Temprosa
164. Thanh Tien
165. Tam Ton
166. Bich Tong
167. Thanh Tong
168. Marilu Torres
169. Gladys Torres
170. José Torres
171. Dang Tran
172. Dao Tran
173. Du Tran
174. Thao Tran
175. Torian Tyler
176. Armide A. Uinanzor
177. Eric Valle
178. Jesus Valle
179. Rossio Valle
180. Alfredo Vasquez
181. Francisca Vasquez
182. Patricia Carolina Vasquez
183. Issa Viayrada
184. Luis Viayrada
185. José Villalba
186. Maria Villalba
187. Gloria Villatoro
188. Raymond Villena
189. Lanh Vo
190. Vinh Vu
191. Jerome Wallace
192. Ethan Walpole
193. Tammy Wenberg

194. Jonathan Wilson
195. Gabriela Yaseli
196. Blas Yaselli
197. Estelleta Yaselli
198. Liz Yoon
199. The Soon Yoon
200. Grisela Zaldivar
201. Esperanza Zamora
202. Jessica Zamora
203. Saul Zamora
204. Nestor F. Zanardo

205. Doris
206. Nahid

Appendix D

Facilitators Involved in Learning

Recruitment of Instructional Team

Team Members' Certificates

FAIRFAX COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES

UNIQUE OPPORTUNITY

The Office of Adult and Community Education just received a $100,000 grant to develop an exciting literacy project in cooperation with Falls Church High School. The **Literacy is for Everyone (LIFE)** project will test the hypothesis that parents with limited English and/or literacy skills and their middle to high school age children can work together to educate each other. We are seeking ***part-time facilitators/instructors*** for both the limited English proficient adults and the native English speaking adults, ***tutors*** for the middle to high school students, and classroom and computer lab ***aides***. Beginning in November, classes will meet twice a week, Mondays and Wednesdays, two hours a night for 36 weeks. Both facilitators and tutors will be authorized additional hours for preparation, collaboration with staff members, record keeping, course development, and field trips. Facilitators and tutors will receive the adult education instructor part-time wages, which begin at $14.70 per hour. Aides will receive the standard FCPS teacher aide wage of $8.36 per hour.

If you'd like more information
about these unique teaching opportunities,
*call **Jane Cruz** at 506-2211.*

Act Now! Don't miss this chance!

Fairfax County Public Schools

Office of Adult and Community Education

Outstanding Service Award

to

Sandy Mann

for

her contagious enthusiasm and unstinting gift of time

to the Falls Church High School Student Parent Support Program

August 4, 1993

Fairfax County Public Schools

Office of Adult and Community Education

Outstanding Service Award

to

Paul Watlington

for

his humor, caring, and dedication

to the Falls Church High School Student Parent Support Program

August 4, 1993

Fairfax County Public Schools

Office of Adult and Community Education

Outstanding Service Award

to

Lynn League

for

her wisdom and investment in the mission

of the Falls Church High School Student Parent Support Program

August 4, 1993

Fairfax County Public Schools

Office of Adult and Community Education

Outstanding Service Award

to

Vida Khattam

for

her generous creativity and sparkle she shared

with the Falls Church High School Student Parent Support Program

August 4, 1993

Fairfax County Public Schools

Office of Adult and Community Education

Outstanding Service Award

to

Luisa Calderon

for

her eagerness to make students welcome and comfortable

in the Falls Church High School Student Parent Support Program

August 4, 1993

Fairfax County Public Schools

Office of Adult and Community Education

Outstanding Service Award

to

Michelle Monahan

for

her faithfulness and perseverance with the children

for the Falls Church High School Student Parent Support Program

August 4, 1993

Appendix E

A Program in Constant Formation

Activities in Curriculum Design

Journal Topics

Sample Interdisciplinary Lesson Plan (Pima County Adult Education)

Adult and Community Education Newsletter Articles

Form for Formative Evaluation Discussions

Student Sign-In Form

Childcare Sign-In Form

Sample Evaluation Forms

Correspondence Requesting State Funds

Activities in the curriculum design

Oral Histories

- exhibits
- photo stories
- portfolios
- children's books
- quilts
- paper quilts
- murals
- storytelling celebrations
- radio shows
- slide shows
- video tapes

Dialog journals

(look up guidelines I used)

Clustering

Scrambled stories-fables, folktales, proverbs from students' countries

Build on what's happening in the school that affects their children, i.e., proposed disciplinary changes, new rules, teacher/student discontent, ethnic-based conflicts

Journal topics

Please write for ten minutes at least three times a week. You can write about anything you want. Do not worry about spelling, punctuation, or grammar. Just write (in *English*, of course). Do not spend time looking words up in a dictionary; if you need to, write the word in Spanish. But I do not want *all* the writing to be in Spanish. The things you write will help us decide what we need to study. Thanks.

Here are some ideas if you need a little help deciding what to write. You do not have to write about these topics; they are only to give you ideas.

Write about your family.

Write about your country.

Write about your traditions.

Write about your experiences in the United States.

What are some of your favorite memories? Why? Describe them.

Write about what you think about during the day?

Write about your job.

Write about what you plan to do when you are released.

What was the hardest thing for you to do in your life?

How did you learn English?

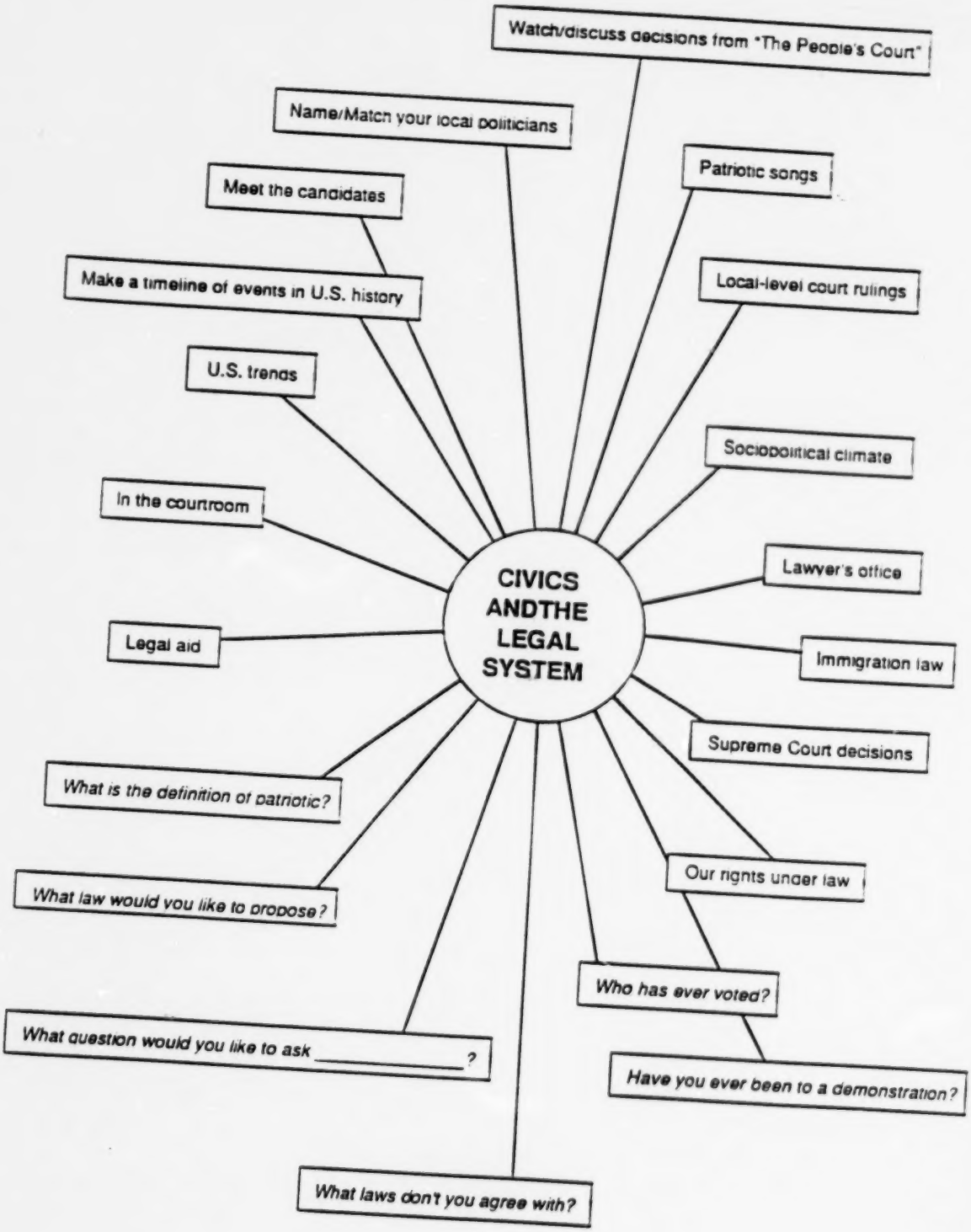
What are schools like in your country?

Write about your first night in the United States.

Compare your country to the United States.

What is your favorite tradition? Why? Describe it.

What makes you feel happy? Why?


CIVICS ANDTHE LEGAL SYSTEM
Watch/discuss decisions from "The People's Court"
Name/Match your local politicians
Meet the candidates
Make a timeline of events in U.S. history
U.S. trends
In the courtroom
Legal aid
What is the definition of patriotic?
What law would you like to propose?
What question would you like to ask _____?
What laws don't you agree with?
Patriotic songs
Local-level court rulings
Sociopolitical climate
Lawyer's office
Immigration law
Supreme Court decisions
Our rights under law
Who has ever voted?
Have you ever been to a demonstration?

BEST COPY AVAILABLE

TOPIC AND CULTURE ACTIVITIES

1. **Agree or Disagree**
   Make some statements about a topic. For example, *A wife can earn more money than her husband; If a husband goes out with his friends, a wife should also; and, A new mother should go back to work three months after her baby is born.* Have students decide whether they agree or disagree with the statement. When there is a difference of opinion among students, have them discuss their reasons for agreeing or disagreeing.

2. **Codes**
   The term code, or "codifications," is taken from the work of Paulo Freire, and is a story, picture, conversation, video, etc. that is used in the classroom to stimulate critical thinking. Collect stories and conversations from your own, friends', or students' experiences, or use pictures, videos, poems, etc., which reveal cultural values. Present the code to students. Have them describe the situation as they see it and talk about how the people involved must feel. Is there an inherent conflict or issue present in the code? Do students have the same problem? Have them decide whether they agree or disagree with how the person handled the situation and what they would have done if the situation had happened to them. For example, there is a code which raises the issue of children raised bilingually in an English-speaking environment.

   My neighbor is four years old. She has a traditional name, Isaura, but she wants people to call her Isa. She looks Mexican, but she never speaks Spanish. Her mom talks to her in Spanish and Isa always answers in English. When I said, "Isa, cómo estás?" She said to me, "I don't understand Spanish."

3. **Cultural Functions**
   Cultural plays an important part in our decisions about how to act and what language to use in any given situation. Take a function, such as Inviting, and ask students how they would invite a teacher, neighbor, or others to their house. Give them some options such as, *I'm having some friends over on Saturday. Would you like to come?* or *My mother is in town. Would you come over to my house to meet her?* or *I'd like to invite you for dinner some night soon. When are you free?* Have the students adapt the invitations to fit the situations.

4. **Heroes, Leaders, and Role Models**
   Who are the heroes, leaders, and role models of people in different countries and of students in class? What does this show about the culture of the countries? What about these heroes, leaders, and role models is attractive to students?

5. **Job Evaluations**
   Have students think of the adjectives they think are important on their jobs, and the adjectives their bosses feel are important. Which are used for evaluation purposes? Have them make lists of behaviors of what they define as good and poor employees and compare them.

6. **Let Me Solve Your Problems**
Have each student write a true problem on a piece of paper. Collect the papers and give one to each student. One at a time, have each student think on her/his feet and suggest possible solutions to the problem. No one has to know who wrote which problem. At the end of this brainstorming session, students may want to talk more about one of the problems. Use a discussion format or a problem-solving or problem-posing method to facilitate this. (See Problem Posing on page 196 and Problem Solving on page 197.)

7. **Prejudices and Stereotypes**
Show students pictures of several people of different races and socio-economic backgrounds taken in different environments. Give them a list of descriptions such as *honest, healthy, good at English, rich, hardworking, happy, generous*, etc. Have them try to match the pictures to the descriptions. This should be impossible to do, but the discussion about how they made their decisions should be interesting.

8. **Similes**
Have students think of similes for themselves or for other people, such as a typical new mother, or a person on the job the first day in another country or in the U.S. For example, *A person on the job for the first day in the U.S. is like a tape recorder because he doesn't say anything, but listens and remembers exactly what he was told.*

9. **Talking about Time**
Give students several phrases which have to do with time and have them define them. What time of day does this happen? What month of the year? How long does it last? For example, use the words *work day, dinnertime, breaktime, vacation, work week, free time*, etc. Have students discuss the meaning of *wasting time, killing time, saving time, time is money, time flies, time is money* etc. Have students compare their ideas of time and decide if time is cultural.

10. **What Is Her Job?**
Show students several pictures of people who are wearing different types of clothing and are in different work situations. Have them decide what they think the jobs are of the people and tell how they made their decisions. Facilitate a discussion about what makes a job or a person in a job traditional and non-traditional.

11. **What Would You Do?**
Give students some questions or situations and have them talk about what they would feel comfortable doing in the situation. For example, ask, *Would you ever seat yourself in a restaurant? Would you ask a sales clerk to get you something? Would you ever drop in on your child's class at school?* You are having dinner at a the house of a co-worker and you do not like the main dish. You take a very little bit and leave it on your plate. Your co-worker offers you some more. What

BEST COPY AVAILABLE

would you say? You can also ask these questions in statement form and have students decide if the statements are true or false. For example, I have to bring my own bags to the store when I go shopping. I ask the cashier for a subtotal half way through the bill. I ask about prices if they are not listed.

12. **Word Associations and Definitions**
Think of a word that exemplifies a topic the class is working on, such as work, family, home, love, food, shopping, teacher, etc. You may want to think of several words in the same topic, such as money, pay, bills, budget, bank account, etc. Say the words aloud, one at a time, to students and have them write down the first words that come to their minds. Have students share their associations with one another. Write all the words on the board, categorize them, use them for vocabulary development, and talk about why students thought of those specific words. Give students other words and phrases like religion, the best job, the future, a long trip, transportation, a good time, etc. Have them write down how they define the phrases and how they think people in the U.S. would define them. Are there any differences?

13. **World Picture**
Give students blank sheets of paper and have them draw a map of the world. Have them show one another and talk about their experiences in or knowledge of different areas in the world. Whichever part of the world a student is from is usually drawn with more detail.

Adult & Community Education

Department of Instructional Services • Fairfax County Public Schools

Volume 10, Number 10 | WHAT'S NEW? *The Periodic Periodical* | March 31, 1993

What's New in Defensive Driving?

The Best Lesson She Ever Learned

Tracey Lock sat in her first defensive driving class and said she never wore seatbelts. **Ken Gilliam**, the 12-year veteran instructor, emphasized the importance of wearing seatbelts. He remarked that it took about three weeks to make or break a habit. Tracey agreed to wear her seatbelt consistently for three weeks.

On the last night of class, Tracey remarked in her evaluation that she had been successful in establishing a new habit, because her instructor had encouraged her to do that. On the way home from class, Tracey was involved in a head-on collision. The fact that she was wearing a seatbelt enabled her to survive the crash. Upon being released from the hospital, she phoned Ken to thank him for saving her life.

Ken remarked that often when he's getting burned out, something worthwhile like this happens. Tracey said that although she dreaded going to class, it indeed changed her life.

What's New at Pimmit?

Welcoming New Students

Next year we'll be seeing new students at Pimmit Hills; the Spring Hill Job Site students and trailers will be joining us and our facility. See the next issue of **What's New?** for details about this exciting collaboration.

What's New in Classes, Etc.

The Clever Winner

The continual contest for the cleverest statement for the cover of the *Classes, Etc.* has yet another winner. The staff person who generated the phrase, "Your place to learn, meet people, and Enjoy," is **Kenneth R. Plum**, director. **Cheryl Looney** awarded him a basket of cheer for his creativity.

What's New in ESL?

Money for Willston School's ESL Library

As reported in the previous **What's New?**, the Organization of Chinese Americans Northern Virginia Chapter, Inc. hosted an evening of festivities to raise funds for new and additional materials for the Willston School's ESL library. Their contribution totaled $1,750. More than 200 people supported the project in time, effort, donations, and funds. The event helped to raise the level of awareness of the ESL program as well as to highlight its importance to the community.

What's New in State Adult Ed?

A Team Looking at Innovation

About eight months ago the State Department of Education created a Staff Development Planning Team, inviting carefully selected teachers, tutors, planners, trainers, specialists, and administrators to work together toward a shared view of staff development, an inquiry-based, comprehensive, and cohesive system.

Susan Joyner, adult ESL resource teacher, while planning VAACE conferences (see article, page 2), VAILL institutes, our own ESL staff development, and critically reviewing curricula, has offered to share her expertise and time with the Staff Development Team. Susan's goal is to "harness the energy and enthusiasm of practitioners, recognize the value of what they already know, and take direction from real classroom needs."

Who was at the Conference?

One of the Best

Susan Joyner, conference chair for the Annual Virginia Association of Adult and Continuing Education, invited **Hanna Fingeret**, executive director of Literacy South, to open the conference.

Dr. Fingeret is well known among most of us who work in literacy, basic skills, and ESL. She has worked in adult literacy education since 1969, teaching literacy skills to adults, training literacy educators, organizing and administering community literacy programs, teaching at the university level, researching and writing, and consulting for a wide range of national groups and agencies.

The group she represents, Literacy South, has a mission statement that clearly speaks of their commitment:

> Literacy South believes that people have the right to read, write, and express themselves, and to learn in ways that show respect for diversity and honor wisdom, history, and culture. We work to support those people and organizations in the South who are committed to a shared discovery of democratic communities and personal growth. Through a process of training, consultation, research, organizing, advocacy, and publication, we help learners and teachers realize their own power and the power they have to change the world around them.

Both tears and sweat are salty, but they render a different result. Tears will get you sympathy, sweat will get you change.

—Jesse Jackson

What's New at VAACE?

Another Winner

The Virginia Association of Adult and Continuing Education (VAACE) hosted its annual conference, "Collaboration: Teaching, Learning and Research" on March 25 through 27 at the Key Bridge Marriott. **Susan Joyner**, adult ESL resource teacher, was the mastermind who designed and organized this year's extremely successful conference. Members of her committee include **Bette Hinkle**, ABE/GED instructor, and **Dolly Whelan**, coordinator of the ABE/GED program and VAACE president.

Other Adult and Community Education staff who participated in the Conference included **Elaine Baush**, who shared her "Successful Grant Writing' secrets; **Jane Cruz** and **Paul Watlington**, who presented information about the Literacy is for Everyone (LIFE) program at Falls Church High School; **Dolly Whelan** and **Jane**, who introduced new members to the VAACE board through an interactive game; **Joan Blankman**, adult ESL instructor, who participated on a panel discussing "Adult Education Research in Virginia;" **Tom Bello**, adult ESL instructor, who presented "Choosing Learning Materials: The Role of Evaluation;" **June Fraim** and **Becky Spurlock**, ABE/GED instructors, who shared "Teacher's Favorite Books; and **Trisha Carr, Beth Duboff, Bette Hinkle**, and **Janice Schrock**, all ABE/GED instructors, who presented a workshop on coping with classes with extremely high turnover.

New board members from the Office of Adult and Community Education are **Dolly**, now past president and nominations chair, **Susan**, president-elect, **Tom**, certification chair, **Becky**, public schools and literacy affiliates chair, and **Elaine**, fundraiser chair.

What's New in Parenting?

Always Preparing for a Workshop

On Friday, April 23, at the Annual Conference of the Northern Virginia Youth Services Coalition, **Karen Willoughby**, coordinator of the Parenting Education Center, will discuss the important aspects of a successful parent education program. She will focus on parents as adult learners, how to assess parent education needs, and presenting parenting education from a cultural perspective.

BEST COPY AVAILABLE

What's New in Collaboration?

Sharing Our Expertise

At Westgate Elementary School **Carole Doyle** coordinates ESL classes for adults. But she does a lot more than that. She and her students have become an integral part of the school. Carole provides cross-cultural training workshops for the staff at Westgate, presented a talk on cross cultural sensitivity for a group invited by the Westgate librarian, and with her students hosted all the elementary classes in an Open House which was held in conjunction with the Westgate Cultural Arts Festival.

Adult & Community Education

Department of Instructional Services • Fairfax County Public Schools

Volume 10, Number 5 | WHAT'S NEW? | November 13, 1992

What's New in Grants?

Life and Work: An Exciting Duo

The sparkling cider has been flowing. We recently received notifications of two grant awards. Adult ESL received a no-cost extension to their **National Workplace Literacy Program: Providing Basic Literacy Skills for Limited English Proficient Bank Employees.** For the past year **Robin Schrage** and ESL instructors have been offering job specific ESL classes for First Virginia Bank and First American Metro Services. This a partnership grant between ESL and the banks.

The second proposal, **Literacy is for Everyone (LIFE)**, was accepted by the National Institute for Literacy for funding at $100,000. The project will test the hypothesis that parents with limited English and/or literacy skills and their middle to high school age children can help educate each other. The activities will be collaborative with different combinations of native English speaking individuals with low literacy skills and those individuals with limited English proficiency, intermixing parents and children.

A major component of the project will be computer assisted instruction. The project team includes **Jane Cruz, Elaine Baush, Dolly Whelan, Carolyn McCarthy,** an interdisciplinary team from adult education, as well as **John Blackwell**, guidance director, and **Lala Mooney**, counselor from Falls Church High School. If you are interested in more information, contact **Jane Cruz** at 506-2211.

What's New in Apprenticeship

A Strong Beginning

By Ellen Carlos

As usual the Apprenticeship classes began with a clamor in September, welcoming the majority of 1,047 students to classes in adult centers or high school. Twenty-six apprentices attend classes in a water treatment plant, a fire sprinkler installation facility, and a utility lineperson facility.

Of the approximately 90 instructors teaching apprenticeship classes this year, 69 attended at least one night of the two night inservice workshops. The program featured methods and techniques of adapting instructional materials and strategies to better serve all apprentices including those with limited English proficiency. The interactive workshops were part of the technical assistance that we are receiving from the University of Illinois' federal grant targeted toward helping vocational educators meet the needs of the ESL population.

What's New in EDP?

Famous Students

This fall, the Washington Post featured an FCPS custodian who gives students in trouble special attention. He is **Cleveland Walker**, Edison's building supervisor. He has become a mentor to students who are headed for failure and trouble. According to the Post, "he listens to their problems and counsels them on the ways of the world." School officials have even asked Cleveland to act as a surrogate parent. His involvement with the students includes working with those in the program for the mentally retarded, teaching them job skills; acting as community services coordinator for the Fairfax Juvenile District Court; and walking students to class to ensure they make it there.

The newspaper article was so intriguing, that writers from **LIFE** seized the story and published it in their "Our Times" column, a monthly report on the state of the culture. The **External Diploma Program** was excited and proud to read the article; Cleveland is one of their students, working to achieve his high school diploma this year. See attached article for more information about Cleveland.

What's New in Parenting?

ACE Representative

Mary Shepherd, director of the Work and Family Institute, will serve on the Fairfax County Public Schools Home Economics Advisory Board for FY 1992-93.

What's New at the Jail?

More Adult Education Services

Already the Office of Adult and Community Education provides basic skills and computer literacy classes and English as a second language classes at the Adult Detention Center. This past summer **Karen Willoughby**, coordinator of the Parenting Education Program, initiated a parenting series, one for male inmates and one for female inmates, in cooperation with Offender Aid and Restoration. She has already begun her second session, after experiencing tremendous success with her first.

What's New in Parenting?

A New Look at Resources

The brochure "Resources for Parents in Fairfax County," has a new look. Written and organized by the Parenting Education Center staff and designed by artists at the FCPS Graphics Department, it provides a concise summary of the programs and services offered by the non-profit agencies who are part of the Parenting Program Guide. Copies of the flyer in English as well as translated copies are available from the Parenting Education Center. You can contact **Nancy Scesney**, 506-2221.

What's New in the Office?

Changes, Changes

After 12 years of offering professional career and life planning programs, **Robbie Kaplan** has resigned from OACE and has formed **Kaplan and Associates** to provide career training to businesses in the Washington metropolitan area.

Dorothy Stringer has assumed the responisibilities for the Financial Planning program, allowing **Sue Vogel** more time to tend to the needs of the certificate programs.

What's New in ESL?

The List Keeps Getting Longer

Demand for classes in English as a second language continues to be strong, but due to budgetary reduction with the economic recession, the number of classes to serve the students has been reduced. The result is a waiting list with an all-time high of **722** students.

What's New at Bryant?

Powerful Speaker

Dr. Lonise Bias, the mother of ex-Maryland basketball star Len Bias, will present an anti-drug and self-esteem message to the students at Bryant Alternative High School on November 24. After the presentation, members of the School Team will facilitate a discussion on stubstance abuse. The School Team arranged the presentation.

What's New in High School?

Soaring Enrollments

Enrollment in the alternative high schools administered by the Office of Adult and Community Education continues to soar. October enrollment is **1,025**, as compared to 892 at the same time last year. Traditionally enrollment continues to increase throughout the year reaching a high of **1,074** last year. Although the programs are administered through Adult Education, 80% of the students are under age 21, the legal age to which public education programs must provide service. Day and evening classes are held at Pimmit Hills and Bryant Adult Centers, and evening classes are held at Woodson Adult Center.

What's New with Our People?

Becoming Famous

Kenneth R. Plum has been named co-chair of the Illiteracy Prevention Committee of the Virginia Literacy Foundation.

Fran Patchett, resource teacher, completed preparation as a consultant trainer for the American Council on Education/National External Diploma Program. She was selected as the lead trainer of a three person team which trained 15 adult educators in North Dakota as advisors and assessors for four External Diploma sites in that state. She also represented the alternative high school credit program at the American History inservice at Mt. Vernon in September. Fran participated on a panel which discussed the methods they use for integrating multicultural literature into the American history curriculum. Fran has also begun a reading group at Woodson as part of an ongoing staff development. They will be reading five multicultural books and then discussing ideas for using them in the classroom.

Mary Shepherd, director of the **Work and Family Institute**, wrote an article for **Families** newspaper, entitled, "Handling Guilt as a 'Working' Mother." She highlights reasons working mothers may assume more guilt than other parents and how they might lessen the guilt they feel.

Jane Cruz published an article in the national newsletter, **Parenting for Peace and Justice**, outlining parenting programs she and her husband have offered through the Parenting Education Center to Hispanic parents in elementary as well as high schools.

Adult & Community Education

Department of Instructional Services • Fairfax County Public Schools

Volume 10, Number 8 | WHAT'S NEW? *The Periodic Periodical* | February 18, 1993

What's New in Parenting?

Still Exploding

The Parenting Education Center continues to spread its influence throughout the schools and community. They enthusiastically develop more programs, offer more assistance to schools, reach into more corners of the community, translate more resources into more languages, and respond to more requests. Reporting of their goings and comings is an arduous, if not impossible, task.

The Parenting Program Guide, an interagency-produced, quarterly booklet of parenting resources in the community, is now entering its tenth year. Currently, 13 school and non-profit agencies participate. For this anniversary year, the committee plans to update the single page "Resources for Parents" and to publicize the availability of this parent resource in English and seven other languages.

One user of the Parenting Program Guide remarked, "This is an excellent publication. It seems essential to have such a well organized publication of the county's resources readily available to the community." **Nancy Scesney** spearheaded the initial cooperative efforts and continues to coordinate the agencies.

In other corners of the room, the Parenting Education Center staff plans multicultural panels that are becoming increasingly popular at school and PTA meetings, the new staff newsletter as well as the quarterly **Update** newsletter, and a variety of programs for Project Impact, TSA schools, tuition classes, and Speakers' Bureau. They're a busy bunch, but well led by **Karen Willoughby**.

What's New at Bryant?

Lots of New Staff

Bryant has been welcoming new staff members for a while, now. You may already know them. **Roberta Smith** works in the front office. **Catherine Borkowski** has become the Career Center counselor, while **Becky Stone** is a new counselor, devoting much of her time to Project Opportunity. **Joan Stove** is the new librarian. **Jacqueline Lewis** has joined the team as the ADP operator, and **Minh Huyuh** is the finance officer. Each person adds new dimension and experience to the professional Bryant team.

The Bryant School Team continues to involve students in educational activities that take them beyond the scope of their classrooms. During February, they have programs planned to celebrate African American History Month. **Sue Kenny** and **John Tippins** are faculty leaders of the Team.

What's New in EWP?

Banking, Talking, Partnering, Contracting

Things are happening in the English in the Workplace (EWP) program. Last week the EWP team hosted a two hour teleconference via speaker phone on workplace ESL with Allene Grognet of the Center for Applied Linguistics, on-line from Florida. Other participants included groups from North Carolina, Missouri, Massachusetts, California, and Hawaii. The EWP team continues to add contracts to their busy schedule: **Karen Berger**, former ESL and EWP instructor, is coordinating a new grant to serve 100 ESL students at Pulsecom (a Hubbell subsidiary) in Herndon. They also have signed a contract with the Sheraton Premier in Tysons and are continuing custodian classes at Woodson and McLean and at Fairfax Hospital. **Robin Schrage** is the EWP coordinator.

BEST COPY AVAILABLE

What's New in Improvisation?

New Stars Are Emerging

It's been a while since we've reported the activities of the Improvisational Theatre Troupe. The Troupe began way back in 1987 under the leadership of **Florence Harvey** and **Jane Cruz.** They performed improvisations to educational and community groups to generate awareness and outreach. Over the years several adult education instructors, volunteers, and students have participated in presentations to FCPS adult education, human relations, juvenile court, and state adult education staffs.

Recently, the Troupe has been developing scenarios addressing issues of multiculturalism and diversity. The Parenting Education Center staff has begun to incorporate improvisations as part of their presentations to school and community groups. Most recently, the Troupe wowed a professional meeting of social workers and counselors with four improvisations which dramatize cultural insensitivities and barriers. After each scene, the actors stay in their roles and field questions from the audience. This may be the most exciting part of the presentation. During this time the audience gains important insight into specific problems and concerns and has the option to offer solutions to the characters. The moderator facilitates a discussion with a sensitivity both to the reactions of the audience and to the evocative issues needing to be explored.

Adult education staff who have recently participated in improvisations include **Elaine Baush, Jane Cruz, Sherrelle East, Vory Lim, Sally Nho, Irene Prescott, Joe Teets, Dolly Whelan,** and **Karen Willoughby.**

If you are interested in more information, contact any one of us, 506-2200.

What's New at the High Schools?

Winter Graduations Warm February Evenings

February hosts exciting events: Valentine's Day, Presidents' Birthdays, and the Bryant and Pimmit Graduations. The enthusiasm and energy of the winter graduations was no different this year. On Tuesday, February 9, Pimmit Alternative-Adult High School graduated 42 students, 60% of whom are headed toward college. **Nancy Sprague**, Assistant Superintendent for the Department of Instructional Services, addressed the graduates and their families, relaying a story of a young, at-risk boy whose fourth grade teacher supported him and recognized his needs. The young boy grew up to be a Nobel prize winner. The story underscores the necessity of caring people as well as comprehensive education in our lives.

Bryant's auditorium bristled with 41 new graduates accompanied by their families to hear **Kristen Amundson**, Vice Chairman of the School Board.

Once again, we commend those teachers and counselors who work together behind the curtains to pull off spectacular graduations.

What's New in Grants?

Sailing Along with Grants Galore

In Adult and Community Education we keep our momentum going with a variety of exciting and innovative grants. We are currently administering several federal and state grants. Adult English as a Second Language just received notification of a federal Workplace Literacy Partnership grant to continue the bank classes and to design a training videotape. Special programs already in gear are the state-funded Technical Assistance to Voluntary Agencies Supporting English Literacy (coordinated by **Carolyn Harding**), the Virginia Adult Institute for Lifelong Learning ESL Summer Institute, (coordinated by **Susan Joyner**), and the Literacy is For Everyone at Glen Forest (coordinated by **Carolyn McCarthy**). Federal grants we are administering include the Workplace Literacy Partnership (coordinated by **Robin Schrage**) and the Literacy is For Everyone at Falls Church (coordinated by the instructional team - **Paul Watlington, Lynn League, Suzette Love, Margarita Noyes, Vida Khattam, Thu Nguyen, Sy Phan, Sandra Mann,** and **Jane Cruz.**)

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong. Because someday in life you will have been all of these.

—George Washington Carver

What's New is compiled, written, and edited by Jane Cruz (506-2211). Already composed articles and suggestions are welcome. Material may be edited. Thanks for your participation.

Adult & Community Education

Department of Instructional Services • Fairfax County Public Schools

Volume 10, Number 10 | WHAT'S NEW? *The Periodic Periodical* | March 31, 1993

What's New in Defensive Driving?

The Best Lesson She Ever Learned

Tracey Lock sat in her first defensive driving class and said she never wore seatbelts. **Ken Gilliam**, the 12-year veteran instructor, emphasized the importance of wearing seatbelts. He remarked that it took about three weeks to make or break a habit. Tracey agreed to wear her seatbelt consistently for three weeks.

On the last night of class, Tracey remarked in her evaluation that she had been successful in establishing a new habit, because her instructor had encouraged her to do that. On the way home from class, Tracey was involved in a head-on collision. The fact that she was wearing a seatbelt enabled her to survive the crash. Upon being released from the hospital, she phoned Ken to thank him for saving her life.

Ken remarked that often when he's getting burned out, something worthwhile like this happens. Tracey said that although she dreaded going to class, it indeed changed her life.

What's New in ESL?

Money for Willston School's ESL Library

As reported in the previous **What's New?**, the Organization of Chinese Americans Northern Virginia Chapter, Inc. hosted an evening of festivities to raise funds for new and additional materials for the Willston School's ESL library. Their contribution totaled $1,750. More than 200 people supported the project in time, effort, donations, and funds. The event helped to raise the level of awareness of the ESL program as well as to highlight its importance to the community.

What's New in State Adult Ed?

A Team Looking at Innovation

About eight months ago the State Department of Education created a Staff Development Planning Team, inviting carefully selected teachers, tutors, planners, trainers, specialists, and administrators to work together toward a shared view of staff development, an inquiry-based, comprehensive, and cohesive system.

Susan Joyner, adult ESL resource teacher, while planning VAACE conferences (see article, page 2), VAILL institutes, our own ESL staff development, and critically reviewing curricula, has offered to share her expertise and time with the Staff Development Team. Susan's goal is to "harness the energy and enthusiasm of practitioners, recognize the value of what they already know, and take direction from real classroom needs."

What's New at Pimmit?

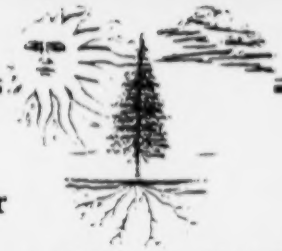
Welcoming New Students

Next year we'll be seeing new students at Pimmit Hills; the Spring Hill Job Site students and trailers will be joining us and our facility. See the next issue of **What's New?** for details about this exciting collaboration.

What's New in Classes, Etc.

The Clever Winner

The continual contest for the cleverest statement for the cover of the *Classes, Etc.* has yet another winner. The staff person who generated the phrase, "Your place to learn, meet people, and Enjoy," is **Kenneth R. Plum**, director. **Cheryl Looney** awarded him a basket of cheer for his creativity.



Who was at the Conference?

One of the Best

Susan Joyner, conference chair for the Annual Virginia Association of Adult and Continuing Education, invited **Hanna Fingeret**, executive director of Literacy South, to open the conference.

Dr. Fingeret is well known among most of us who work in literacy, basic skills, and ESL. She has worked in adult literacy education since 1969, teaching literacy skills to adults, training literacy educators, organizing and administering community literacy programs, teaching at the university level, researching and writing, and consulting for a wide range of national groups and agencies.

The group she represents, Literacy South, has a mission statement that clearly speaks of their commitment:

Literacy South believes that people have the right to read, write, and express themselves, and to learn in ways that show respect for diversity and honor wisdom, history, and culture. We work to support those people and organizations in the South who are committed to a shared discovery of democratic communities and personal growth. Through a process of training, consultation, research, organizing, advocacy, and publication, we help learners and teachers realize their own power and the power they have to change the world around them.

Both tears and sweat are salty, but they render a different result. Tears will get you sympathy, sweat will get you change.

–Jesse Jackson

What's New at VAACE?

Another Winner

The Virginia Association of Adult and Continuing Education (VAACE) hosted its annual conference, "Collaboration: Teaching, Learning and Research" on March 25 through 27 at the Key Bridge Marriott. **Susan Joyner**, adult ESL resource teacher, was the mastermind who designed and organized this year's extremely successful conference. Members of her committee include **Bette Hinkle**, ABE/GED instructor, and **Dolly Whelan**, coordinator of the ABE/GED program and VAACE president.

Other Adult and Community Education staff who participated in the Conference included **Elaine Baush**, who shared her "Successful Grant Writing" secrets; **Jane Cruz** and **Paul Watlington**, who presented information about the Literacy is for Everyone (LIFE) program at Falls Church High School; **Dolly Whelan** and **Jane**, who introduced new members to the VAACE board through an interactive game; **Joan Blankman**, adult ESL instructor, who participated on a panel discussing "Adult Education Research in Virginia;" **Tom Bello**, adult ESL instructor, who presented "Choosing Learning Materials: The Role of Evaluation;" **June Fraim** and **Becky Spurlock**, ABE/GED instructors, who shared "Teacher's Favorite Books; and **Trisha Carr**, **Beth Duboff**, **Bette Hinkle**, and **Janice Schrock**, all ABE/GED instructors, who presented a workshop on coping with classes with extremely high turnover.

New board members from the Office of Adult and Community Education are **Dolly**, now past president and nominations chair, **Susan**, president-elect, **Tom**, certification chair, **Becky**, public schools and literacy affiliates chair, and **Elaine**, fundraiser chair.

What's New in Parenting?

Always Preparing for a Workshop

On Friday, April 23, at the Annual Conference of the Northern Virginia Youth Services Coalition, **Karen Willoughby**, coordinator of the Parenting Education Center, will discuss the important aspects of a successful parent education program. She will focus on parents as adult learners, how to assess parent education needs, and presenting parenting education from a cultural perspective.

What's New in Collaboration?

Sharing Our Expertise

At Westgate Elementary School **Carole Doyle** coordinates ESL classes for adults. But she does a lot more than that. She and her students have become an integral part of the school. Carole provides cross-cultural training workshops for the staff at Westgate, presented a talk on cross cultural sensitivity for a group invited by the Westgate librarian, and with her students hosted all the elementary classes in an Open House which was held in conjunction with the Westgate Cultural Arts Festival.

BEST COPY AVAILABLE

STRENGTHS

weaknesses

Special Stories

Ironing it out
(who?)

Curriculum ideas

Next time - us and them

LIFE at Falls Church High School

Sign In Sheet

Level (if applicable)_____ Date _____

Name (Printed)	Name (Signature)

CHILDCARE SIGN-IN

Child's Name	Sign-In	Sign-Out

LIFE Activities
at Falls Church High School

Subject Area: _____

Topic: _____

Contributor: _____

Groups: _____ Approximate Time: _____

Purpose: _____

Materials: _____ _____

_____ _____

_____ _____

Procedure:

1.

2.

3.

4.

5.

6.

7.

QUESTIONS FOR PROGRAM EVALUATION

1. Are the classes meeting your needs?
   ¿Le están ayudando las clases que está tomando?

2. Are the levels good?
   ¿Están las clases a un nivel adecuado?

3. Are there other courses you would like in the program? What are they?
   ¿Hay algún curso que debía ser incluido en este programa?

4. Are the class times good for you?
   ¿Le conviene el horario?

5. Sometimes students stop coming to classes. Why?
   ¿Por qué es que algunos de los participantes dejan de asistir a las clases?

6. What can everyone (students and teachers) do to help students continue classes?
   ¿Qué se puede hacer para asegurar que todos los alumnos completen sus cursos?

7. In addition to classes we have child care, field trips, and some special projects. What other things would you like to see in the program?
   Además de ofrecer cursos, tenemos guardía de niños, paseos de interés a la comunidad y otras actividades especiales. ¿Hay otras actividades que quisiera ver desarrollar en este programa?

(Translated by Jane Cruz)

EXAMPLES

Adapted from

Adventures in Assessment
Volume Three
Looking Back, Starting Again

Edited by
Loren McGrail and Laura Purdom

DAILY LOG

Name_____ Class_____

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Accomplishments					
Group Work (if any)					
Student comments					
Goals for next time					
Teachers comments					

ESL INDIVIDUAL INTERVIEW (can be adapted for native English speakers)

Name_____

BACKGROUND CONVERSATION

Where are you from? _____
How long have you been in this country? _____
Did you come directly to the Northern Virginia area? _____
Do you have family here? _____
Children _____ Ages _____

EMPLOYMENT

Did you work in your country? _____ What kind of work? _____
What kind of work do you do at _____
Can you describe specifically, your job? _____
_____

EDUCATION

Did you go to school in your country? _____ How many years? _____
What was school like in your country? Did you enjoy it? _____
Have you ever gone to school in the United States? _____
Are you teaching your children your own native language? _____
Have you ever taught anything else, like sewing, cooking, driving, sports? _____
_____
What made you decide that you'd like to come to classes now? _____
_____
Do you know specifically what you'd like to learn? _____
_____
How do you think learning to read or write better will help you in life? _____
_____
What does you family think of this? _____
What do you do when you have trouble reading or writing something?
(Does someone help the person?)
at home _____
at work _____

LANGUAGE

Do you read or write in your own language? _____
Is this easy or difficult for you? _____
What do you read in English . . . the phone book _____
medicine bottles _____ grocery ads _____ menus _____
newspaper _____ magazines _____

What do you have to read at work? _____

What do you already know how to write?

checks _____ _____ note to school _____

application forms _____ things at work _____

Please fill out this information

NAME_____

ADDRESS_____

(street) (city) (state) (zip)

PHONE NUMBER_____

DEPARTMENT_____ SHIFT_____

Choose one writing topic. Write three or four sentences

(1) A note telling your child's teacher that he or she is sick and cannot come to school.

(2) Phone message for your wife/husband/friend.

(3) A post card to a friend while you are on a trip.

(4) A letter to your landlord complaining about something.

(5) A typical work memo.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

READING

Choose a reading passage

Reading sample title_____

What was this passage about?_____

_____

_____

_____

Was this easy or difficult for you to read?_____

If a second selection is made, ask same questions

Is there anything you did while you were reading to help you in trying to understand this passage?

_____

_____

_____

If there were 3 levels of classes, where would you be most comfortable?_____

_____

Are there any scheduling problems we can assist you with?_____

_____

PROGRAM EVALUATION BY STUDENTS
(could be bilingual in English/Vietnamese
and English/Spanish)

Please answer all the questions carefully.

1. How long have you been coming to the Learning Center?

_____ months

2. We want to know how the classes have helped you. Check all the things you learned in these classes. Do not check the things you learned in another place.

A. Reading

Did the classes help you to understand what you read?
_____ yes _____ no

Did the classes help you to read and understand a newspaper?
_____ yes _____ no

Did the classes help you to enjoy reading?
_____ yes _____ no

B. Conversation

Did the classes help you to communicate in English?
_____ yes _____ no

Did the classes help you to understand what you hear on the radio or TV?
_____ yes _____ no

C. Math

Do you have a math class here?

_____ yes _____ no

Did the classes help you learn to manage your money?

_____ yes _____ no

Did the classes help you learn to fill out your income tax forms?

_____ yes _____ no

Did the classes help you learn to estimate store bills?

_____ yes _____ no

Did the classes help you to enjoy doing math?

_____ yes _____ no

Did the classes help you learn to use a calculator?

_____ yes _____ no

D. Jobs

Do you have a job?

_____ yes _____ no

Did your classes help you to get a job?

_____ yes _____ no

Did your classes help you to get a better job or promotion?

_____ yes _____ no

E. Family

Do you have children?

_____ yes _____ no

Did your classes help you to help your children with homework?

_____ yes _____ no

Did your classes help you to read to your children?

_____ yes _____ no

F. Community

Did the classes help you to help other people in your family or community?
_____ yes _____ no

Did the classes help you to make friends in school or outside?
_____ yes _____ no

Did your classes help you to get a driver's license?
_____ yes _____ no

Did the classes help you to get a library card?
_____ yes _____ no

G. Other

Did the classes help you to feel more confident in yourself?
_____ yes _____ no

Did you learn to use a computer here?
_____ yes _____ no

Did you learn to type here?
_____ yes _____ no

H. Please give other examples of what you learned in these classes and how the classes have helped you.

3. What do you like best about the classes?

4. What is not good about the classes? How can we make the classes better?

5. Do you have anything else to tell us?

LIFE Activities
at Falls Church High School

Subject Area: _____

Topic: _____

Contributor: _____

Groups: _____ Approximate Time: _____

Purpose: _____

Materials: _____ _____

_____ _____

_____ _____

Procedure:

1.

2.

3.

4.

5.

6.

7.

Name_____

Staff Program Evaluation

	Strength	Need	NA
PHILOSOPHY			
Has a clear mission			
Has a clear educational philosophy			
Comments:_____			
_____			
STUDENT OUTREACH AND RECRUITMENT			
Actively recruits within community			
Explains program in language(s) of community			
Reflects diversity of community			
Makes clear what program does/does not provide			
Comments:_____			
_____			
INTAKE AND ORIENTATION			
Includes learner as a partner in goal-setting			
Explains what is expected of learners clearly			
Identifies short- and long-term learner goals and outcomes			
Comments:_____			
_____			

	Strength	Need	NA
INITIAL ASSESSMENT			
Minimizes anxiety			
Conducts assessment in learner's native language			
Identifies learner's strengths			
Identifies skills that need improvement			
Leads to development of individual educational plan			
Provides sound information for placement			
Provides information for support services or referral, as appropriate			
Discusses assessment results with learners immediately			
Provides assessment results to teachers			
Comments:_____			
_____			
CURRICULUM			
Develops curriculum appropriate to learner strengths and needs			
Involves teachers and participants in curriculum development			
Includes student input in curriculum development			
Comments:_____			
_____			

	Strength	Need	NA
INSTRUCTION			
Is based on learner goals, interests, and needs			
Uses diverse materials and methods			
Uses materials and methods which are age appropriate, nongender biased nonculturally biased and interesting			
Includes teacher-made materials			
Includes learner-generated materials			
Addresses different learning styles			
Offers appropriate intensity and duration of services			
Is available at times and locations accessible to learners			
Lessons follow and build on each other in a way that both teacher and learners understand			
Allows for flexibility and spontaneity when issues arise in the classroom			
Draws on learner strengths and concerns as basis for instruction			
Evolves from critical listening to participants' needs			

Comments:_____

_____

_____

	Strength	Need	NA
ON-GOING ASSESSMENT			
Teaches students effectively so that they progress at an appropriate pace			
Measures and documents learner progress toward their instructional goals			
Views goal setting as a continuous process			
Produces clear indicators for level changes			
Is a joint process between learner/ teachers/administrator			
Does assessments regularly			
Uses appropriate and/or alternative assessment tools			
Uses assessments to modify and adapt curriculum and instruction			
Includes ongoing diagnostic assessment			

Comments:_____

_____

_____

	Strength	Need	NA
SUPPORT SERVICES			
Offers enough counseling time for students			
Offers appropriate education counseling and referrals			
Provides on-site educational and personal counseling in the learner's native language, whenever possible and appropriate			
Clarifies goals and reviews need for support services on an ongoing basis, including counseling, childcare and transportation			
Comments:_____			
FOLLOW-UP			
Contacts learners after they complete/ exit program to determine reason for withdrawal and/or to track learner progress and achievements			
Supports learners in next steps			
Comments:_____			

	Strength	Need	NA
STAFFING			
Has well-qualified staff			
Has clear job description which accurately reflect work done			
Has appropriate salaries, benefits, and opportunities for growth			
Demonstrates good working relationships among staff			
Has diverse staff which reflects community			
Has appropriate teacher/learner ratios			
Provides adequate staff supervision and evaluation			
Has clear personnel policies and processes			
Comments:_____			
_____			
STAFF DEVELOPMENT			
Ensures opportunities for all staff to attend appropriate training and staff development activities			
Has individual and group staff development plans			
Comments:_____			
_____			

	Strength	Need	NA
PROGRAM DEVELOPMENT			
Includes student, staff and community members in planning			
Comments:_____			
_____			
PROGRAM MANAGEMENT/GOVERNANCE			
Has regular staff meetings			
Has clear and effective decision-making process in which staff participates			
Solicits input for p/t staff, advisory board, learners, and community			
Has an active/committed advisory board which reflects community			
Has fair distribution of administrative tasks			
Has adequate communication and coordination among staff			
Devotes appropriate amount of staff time to administrative tasks			
Comments:_____			
_____			
_____			

	Strength	Need	NA
EVALUATION			
Conducts on-going program evaluation and review of program outcomes			
Uses evaluation results to revise/refine program design and assist in future planning			
Involves staff and learners and solicits input from advisory board and community			
Demonstrates ability to look critically at program philosophy and goals and revise as dynamics of program change			
Makes evaluation available to staff, learners and advisory committee			

Comments:_____

_____

_____

	Strength	Need	NA
REPORTING			
Documents learner progress			
Tracks community demographics, applications, enrollments, attendance, outcomes, and waiting lists			
Uses information for program revision			
Comments:_____			
_____			
FISCAL & PROGRAM MANAGEMENT			
Tracks budgets by funding source			
Maintains adequate and accurate fiscal & statistical record systems			
Monitors expenditures against budget			
Prepares and submits accurate and timely reports			
Comments:_____			
_____			
INTERAGENCY COORDINATION			
Has formal and informal interagency referral agreements			
Links staff and learners with other programs			
Participates in community activities			
Comments:_____			
_____			

	Strength	Need	NA
FACILITIES			
Provides good learning/teaching environment			
Has adequate furnishings and classroom, office, meeting, counseling, and resource space			
Has adequate teaching supplies			
Has a working photocopier			
Is clean, well-lit and ventilated, with comfortable temperatures year-round			
Is handicap-accessible			

Comments:_____

_____

_____

QUESTIONS FOR PROGRAM EVALUATION

1. Are the classes meeting your needs?
   ¿Le están ayudando las clases que está tomando?

2. Are the levels good?
   ¿Están las clases a un nivel adecuado?

3. Are there other courses you would like in the program? What are they?
   ¿Hay algún curso que debía ser incluido en este programa?

4. Are the class times good for you?
   ¿Le conviene el horario?

5. Sometimes students stop coming to classes. Why?
   ¿Por qué es que algunos de los participantes dejan de asistir a las clases?

6. What can everyone (students and teachers) do to help students continue classes?
   ¿Qué se puede hacer para asegurar que todos los alumnos completen sus cursos?

7. In addition to classes we have child care, field trips, and some special projects. What other things would you like to see in the program?
   Además de ofrecer cursos, tenemos guardía de niños, paseos de interés a la comunidad y otras actividades especiales. ¿Hay otras actividades que quisiera ver desarrollar en este programa?

(Translated by Jane Cruz)

FAIRFAX COUNTY
PUBLIC SCHOOLS

Office of Adult and Community Education

Pimmit Hills Center
7510 Lisle Avenue
Falls Church, Virginia 22043

October 29, 1993

Dr. Ernestine Scott
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23216-2120

Dear Ernestine,

Following up on our discussion at the Adult Education Directors' Meeting on Wednesday, I assure you that our interest in continuing the very successful and unique family literacy project which I described to you is a fundamental goal I have for this year. It is only logical to institutionalize the program. As I mentioned to you, the **Student-Parent-Support-Program (SPSP)** was funded for one year at $100,000 from the National Institute for Literacy. With those funds, we invested in computer software that addresses basic literacy needs for limited English proficient students as well as activities that enrich studies for GED or EDP credentialing options. During the course of the project we were able to fund ESL and ABE instructors, a computer instructor, a parent outreach aide, and several tutors for the families that attend the program. In addition, we provided childcare which ensured that the entire family could participate. At the end-of-the-summer celebration, I awarded attendance certificates to all participants; a family of *11* eagerly accepted their certificates. The family consisted of young children, elementary through high school aged children, parents, and grandparents. I was impressed not only with the constant attendance of the entire family, but at the modeling of family members to each other. As I said, I could tell many stories of quality experiences and growth of the participants. I believe it is vital to continue this profamily program; it demonstrates an intergenerational, intercultural, interdisciplinary objective of education.

The end of the project period is November 15. Although State funds may not be available until December, I would like to request money so that we may to continue this program. The Fairfax County School Board has allocated a small amount for us to continue; it will enable us to maintain one ESL instructor and a computer instructor only. Although I know we cannot be as flush as during the grant year, I believe the level of involvement of the families requires additional staffing. I would like to continue childcare, computer assisted instruction, and individualized tutoring. Members of the National Honor Society and the Spanish Honor Society as well as girl scouts in the process of earning their international badge have been volunteering as peer tutors.

To provide one more instructor, an outreach aide, and two childcare workers for 25 weeks (mid-December to June 30) would be $11,673 in personnel costs and $2,570 for materials. Indirect costs would be $748 and the total would be $14,991. I have enclosed a budget worksheet and the abstract for the program as it was funded by the National Institute for Literacy.

If you have any questions, please call me at (703) 506-2211. Thank you for your attention to this request.

Sincerely,

Jane

Jane Cruz

Enclosures

cc: K. Plum

Appendix F

Budget Information

Expenditures

Literacy is For Everyone
National Institute for Literacy

Personnel	
Instructors' Salaries	$51,300.61
Clerical Salaries	6,160.71
Fringe Benefits	7,230.54
Conference Travel	1,943.60
Transportation	
Bus Driver for field trips	445.00
Instructional Materials	8,099.80
TOTAL	**$75,180.26**